DOCUMENT RESUME

ED 387 698 CE 070 105

TITLE	Professional Development Needs in Vocational Education and Training in Relation to Developing Language, Literacy and Numeracy Competence. Research Report.
INSTITUTION	New South Wales TAFE Commission, St. Leonards (Australia).; Oregon Library Foundation, Salem.
SPONS AGENCY	National Staff Development Committee for Vocational Education and Training, Chadstone (Australia).
PUB DATE	95
NOTE	87p.
AVAILABLE FROM	Adult Basic Education Resource and Information Service, National Languages and Literacy Institute of Australia, Level 9, 300 Flinders St., Melbourne, Victoria 3000, Australia ($15 Australian plus postage).
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Education; *Adult Educators; *Adult Literacy; *Educational Needs; Foreign Countries; Inservice Teacher Education; *Literacy Education; *Professional Development; *Vocational Education Teachers
IDENTIFIERS	*Australia

ABSTRACT

A national research project was conducted in Australia on the professional development needs of curriculum writers, industry trainers, and vocational teachers in relation to the development of language, literacy, and numeracy competence in vocational education and training. Data were collected through the following methods: a review of literature; collection of training packages targeted at curriculum writers, industry trainers and vocational teachers not already trained in language, literacy, and numeracy teaching; 135 interviews with curriculum writers, industry trainers, and vocational teachers from all states and territories; and focus group discussions with curriculum writers and industry trainers. Analysis and review of these data produced the following findings: (1) few well-documented formal professional development programs for this group of educators exist; (2) many of the subjects were not aware of existing training packages; and (3) major professional needs of curriculum writers were for training in writing curriculum, access and equity, theory and practice, assessment, flexible delivery, and integration; for industry trainers major development needs were training in teaching strategies, assessment, theory and practice, literacy and numeracy awareness, access and equity, mathematics, and resources; and for vocational teachers, teaching strategies, mathematics, theory and practice, models of good practice, assessment, and access and equity were identified as development needs. The project made recommendations in the areas of: a resource to disseminate information about professional development to all three groups; specific development to meet the major needs of each group; and national forums and workshops to promote good practice in the integration of language, literacy, and numeracy competence into vocational education and training. (Contains 37 references.) (KC)

ED 387 698

Adult Literacy & Basic Education

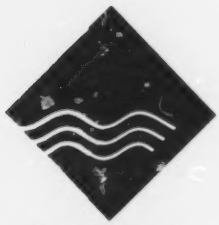
research report

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

...research report on professional development needs in vocational education and training in relation to developing language, literacy and numeracy competence

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Kindler
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A report commissioned by



National Staff Development Committee
For Vocational Education and Training

BEST COPY AVAILABLE

research report

on professional development needs in vocational education and training in relation to developing language, literacy and numeracy competence

a report commissioned by the
National Staff Development Committee
for Vocational Education and Training

1995

This **research report on professional development needs in vocational education and training in relation to developing language, literacy and numeracy competence** was commissioned by the National Staff Development Committee for Vocational Education and Training.

Published, 1995
by the National Staff Development Committee for
Vocational Education and Training, Chadstone, Victoria

National Library of Australia ISBN: 0 642 22947 3

Copyright
National Staff Development Committee
for Vocational Education and Training
and the Commonwealth of Australia

Contents

Number	Section title	Page
i	Contents	*i*
ii	List of tables	*ii*
iii	List of figures	*ii*
iv	Acknowledgments	*iii*
1	Executive summary	1
2	Introduction	3
3	Methodology	6
4	Aim of project and analysis of data	15
4.1	Information from curriculum writers	15
4.2	Information from industry trainers	23
4.3	Information from vocational teachers	30
4.4	Training packages: outline of learning outcomes	33
4.5	Training packages: the match with the professional development needs of the three groups	49
5	Conclusion	52
6	Recommendations	55
7	Appendices	58
7.1	Project management committee	58
7.2	Project reference group	59
7.3	Glossary and acronyms	61

7.4	Questionnaires	63
7.5	Professional development programs, resources and other staff development mentioned by interviewees	69
7.6	Descriptive model: comparison of needs and outcomes	72
8	Bibliography	77

List of tables

Number	Title of table	Page
Table 1	Training packages	34
Table 2	Matching identified professional development needs and learning outcomes of training packages	51

List of figures

Number	Title of figure	Page
Figure 1	Curriculum writers interviewed	9
Figure 2	Industry trainers interviewed	9
Figure 3	Vocational teachers interviewed	9
Figure 4	Professional development needs of curriculum writers	18
Figure 5	Professional development needs of industry trainers	25
Figure 6	Professional development needs of vocational teachers	32

Acknowledgments

National project manager: Liz Harris

Project managers: Ian Fegent and David Riordan

Project management committee: Marianne Courtenay, Ian Fegent, Peter Holden, Ursula Nowicki, David Riordan, Carol Walsh

Project officers: Jo D'Agostino, Annabel Palfreeman, Micky Quill, Patricia Ward

Project reference group: Pat Beattie, Trish Branson, Chris Corbel, Marianne Courtenay, Ian Falk, Ian Fegent, Liz Harris, Peter Holden, Anne Kelly, Robyn Moses, Ann Reich, David Riordan, Hermine Scheeres and Simon Wallace

Curriculum writers, industry trainers and vocational teachers *who gave of their valuable time to participate in an interview that was at times long and arduous*

Staff of the Adult Literacy Information Office

Project officers *who spent many hours chasing up interviewees from all over Australia and even more hours conducting the interviews and writing the report*

Participants in all the focus groups

Liz Harris for advice and support

Intelink, Woolloomooloo, NSW *for the cover design*

Centatime, Rosebery, NSW, *for printing*

Jeannette Thiering, Positive Education Services, Hardys Bay, NSW *for editing, layout and production*

1 Executive summary

This is the report of a national research project on the professional development needs of curriculum writers, industry trainers and vocational teachers in relation to the development of language, literacy and numeracy competence in vocational education and training. The Adult Literacy Information Office and the Foundation Studies Training Division of the NSW TAFE Commission were commissioned to conduct the project by the National Staff Development Committee for Vocational Education and Training.

Data sources for the project included:

- a review of the relevant literature;
- collection of training packages targeted at curriculum writers, industry trainers and vocational teachers not already trained in language, literacy and numeracy teaching;
- 135 interviews with curriculum writers, industry trainers and vocational teachers from all states and territories;
- focus group discussions with curriculum writers and industry trainers.

The project team analysed the information from the interviews and focus groups and reviewed existing training packages to ascertain the match between intended learning outcomes of the training packages and the professional development needs identified in the interviews and focus groups. The analysis and review, which form the basis of the findings and areas of recommendation, are presented in Section 4 (p. 15)

The main findings of the project are summarised below.

- The project team found a paucity of well-documented, formal professional development programs. Nineteen training packages relevant to the three groups have been reviewed for this project (see p. 34). The project has not reviewed informal, one-off or in-house professional development.
- Many interviewees were not aware of existing training packages. All groups required reliable and up-to-date information about the professional development options available to them. Other needs specific to each group are discussed in Section 4.

© *NSDC/Commonwealth of Australia 1995*

The major needs are:

Curriculum writers	Industry trainers	Vocational teachers
writing curriculum	teaching strategies	teaching strategies
access and equity	assessment	mathematics
theory and practice	theory and practice	theory and practice
assessment	literacy/numeracy awareness	models of good practice
flexible delivery	access and equity	assessment
integration	mathematics	access and equity
	resources	

- There are a number of 'gaps' between the needs of the three groups and the outcomes of existing training packages (see Table 2, p. 51). The main gaps are in the areas of:
  - numeracy,
  - meeting any of the needs of Level 1 trainers and
  - meeting the majority of the needs of curriculum writers and vocational teachers.

Finally, in Section 6 (p. 55), the project makes recommendations in the areas of:

- a resource to disseminate information about professional development to all three groups;
- specific developments to meet the major needs of each group;
- national forums/workshops to promote good practice in the integration of language, literacy and numeracy competence into vocational education and training.

© NSDC/Commonwealth of Australia 1995

2 Introduction

The aim of this project, as specified in the project brief, has been:

> to research and provide advice to the NSDC on the professional development needs of vocational teachers, industry trainers and curriculum writers in relation to:
>
> - their understanding of language, literacy and numeracy issues in vocational education and training; and
> - the strategies required to integrate the development of language, literacy and numeracy competence with other relevant competencies in vocational education and training.

The Adult Literacy Information Office and the Foundation Studies Training Division of the NSW TAFE Commission were commissioned to conduct the project by the National Staff Development Committee for Vocational Education and Training (NSDC). The project is part of a national strategy negotiated with the Australian National Training Authority (ANTA) for the support of staff training within the National Vocational Education and Training System (NVETS).

The project contributes towards the achievement of one of the objectives of the National Collaborative Adult English Language and Literacy Strategy (NCAELLS), that is to:

> improve the effectiveness of vocational training by assisting vocational teachers and industry trainers to improve awareness and skills in (the area of language, literacy and numeracy provision) (AEC/MOVEET, 1993: 12).

The project is related to two of the strategies identified in the NCAELLS for achieving this objective, that is to:

- provide professional development of vocational teachers and industry trainers to encourage sensitivity to English language learners' needs ;
- train language and literacy specialists and vocational teachers and industry trainers in writing integrated curriculum (ibid.).

Beyond the specific policy context outlined above, the project has been conducted against a backdrop of major industrial reform in Australia and internationally. The effects of many of the changes associated with the reforms have been dramatic. They include increased language, literacy and numeracy (LLN) demands on the job, expectations of multiskilling,

© *NSDC/Commonwealth of Australia 1995*

requirements for workers to demonstrate specific work-based competencies according to industry standards and greater demand for training.

While the changes have been widespread, there is still great diversity across workplaces in Australia. In particular, the nature of workplace cultures and the skills, knowledge, experience and attitudes of those involved in training will vary. Perceptions of the importance of integrated language, literacy and numeracy and vocational training will also vary from industry to industry, and enterprise to enterprise. Some of the interviewees for this project may themselves have limited understanding of issues in LLN and VET. For example, some trainers may assume that it is only a minority of workers or students with LLN 'problems' who require 'assistance'.

The adult literacy and adult ESL fields have worked to promote a view of language, literacy and numeracy which acknowledges that LLN competence is important at all levels of the workforce. The fields have recognised that increased language, literacy and numeracy demands are associated with workplace change and activity by the fields since the late 1980s has aimed to develop appropriate programs to assist workers develop the LLN competence they require to perform their jobs well and to have mobility and flexibility in their careers.

The field of vocational education and training is also recognising the importance of language, literacy and numeracy. One example of this is the recommendation by a major report commissioned by the Vocational Education Employment and Training Advisory Committee that one of the areas to be given highest priority in research should be 'the nature of workplace learning, and the place of language, literacy and mathematics in workplace reform and training' (McDonald, Hayton, Gonczi & Hagar 1993: vii).

Although an in-depth literature review was beyond the scope of this project, such a review was conducted as part of the extensive work done by the 1994 DEET ALLP project on 'The Development of a Strategic Framework for the Investigation, Evaluation and Development of Models of Integration of Language, Literacy and Numeracy into Vocational Education and Training Programs' (hereafter referred to as 'ALLP Project No. 4').[1] A section of their final draft report (Courtenay and Mawer 1995a: 6–10) documents some of the changes in the Australian workplace over the past decade and the concomitant education and training demands of workplace reform. It also discusses the relationship between workplace change and the needs of

[1] The final draft report and draft framework (Courtenay and Mawer 1995a & 1995b) were submitted to DEET in March 1995.

© *NSDC/Commonwealth of Australia 1995*

workers for ongoing training and outlines some of the responses to date by various agencies responsible for VET.

One of the significant changes to be seen most recently which is of direct relevance to this project is the increasing emphasis on *integrated* training. Courtenay and Mawer (1995a: 9) explain the importance of integrated training:

> Language, literacy and numeracy programs have been available for many years, but they have generally been separate from vocational education and training. ...
>
> The prospect of significant numbers of workers being denied the opportunity to develop vocational skills until they have mastered some general level of language or literacy and numeracy proficiency is increasingly unacceptable to industry and training participants. It is also at odds with current theories of effective teaching and learning.
>
> What is needed is an approach to vocational education and training which takes account of the language, literacy and numeracy competence essential to the job or occupation, the knowledge and skills of learners and the language demands and appropriateness of the training program. Integrated programs do this.

This focus of this project has been the identification of the professional development needs of curriculum writers, industry trainers and vocational teachers[2] in implementing programs and curriculum which integrate LLN in vocational education and training.

[2] Throughout the report, curriculum writers, industry trainers and vocational teachers will collectively be referred to as 'the three groups', or when discussing data collected from them as 'interviewees' or 'focus group participants'.

© *NSDC/Commonwealth of Australia 1995*

3 Methodology

The project was conducted in three stages:

Stage 1: Identifying professional development needs

Stage 2: Examining professional development resources and packages

Stage 3: Analysing the data and writing of the draft and final reports

Stage 1

Identify the professional development needs of curriculum writers, industry trainers and vocational teachers in relation to the integration of language, literacy and numeracy into vocational education and training	
1.1	Devise the structure of the interview process focusing on the desired outcomes
1.2	Draw upon relevant information (eg, professional development programs, projects) from ALLP Project No. 4
1.3	Conduct telephone interviews
1.4	Conduct focus groups to review the needs identified from the interviews
1.5	Analyse data

1.1 The interview process

The questionnaires which would guide the interviews with each of the three groups were drawn up in consultation with the project's reference group and management committee, educational staff at the Adult Literacy Information Office as well as Adult Basic Education teachers in the field. In all, the process of developing the questionnaires involved five drafts, trials with a range of personnel and revision and refining of the final questionnaire (see Appendix 7.4).

In the initial submission for the project, it was envisaged that the sample for the interviews would be 300 (100 for each of the three groups). The research staff began the interview process by drawing up an extensive data base of contacts nationally who were related in some way to the three groups. The final sample of interviewees was smaller than originally planned: a total of

© NSDC/Commonwealth of Australia 1995

135 interviews were conducted by telephone with 40 curriculum writers, 42 industry trainers and 53 vocational teachers. However, while the number of interviews conducted was smaller than predicted, the number of contacts made during the project was greater than expected. The sources of some of these contacts are listed below.

NSDC ALBE Reference Committee	ALLP project no. 4
Project reference group	Program managers
Project management committee	Training managers
NSW Government Workplace Steering Committee	ITAB and ITC personnel
ALBE teachers	TAFE personnel
State and national professional associations	Industry specialists
NSW Adult Literacy Research Network	Higher education staff

In order to isolate the interviewees it was essential to go through these contacts. Often their first reaction was to refer the project team to the language and literacy specialist in the organisation. While LLN specialists were obviously not part of the three groups targeted for this project, they were often helpful in terms of gaining a more accurate referral for members of each of the three groups within the organisation.

The 'making contact' process was critical in order not only to gain the most appropriate national representation, but also to draw up a valuable database of industry contacts from every state and territory should the NSDC wish to conduct further research in the area.

The whole process was time consuming as often many phone calls were made in order to locate the most appropriate interviewee. Over 1500 calls were made resulting in 135 interviews.

1.2 Drawing on information from ALLP Project No. 4

Two members of the management team for the ALLP Project were on the management committee for this project. They ensured that relevant information was shared between the two project teams.

1.3 Conducting the interviews

It was estimated that the interviews would take approximately 10 minutes. In fact all interviews took from 15-30 minutes thus reducing the number of interviews that could be carried out with available resources. A major reason for a longer interview time was that providing the appropriate background information to the interviewees took longer than expected. (This was

© *NSDC/Commonwealth of Australia 1995*

essential in order to guarantee that valuable information was collected.)
It was also reported that subjects often used the interview as an opportunity to ask questions about adult English language, literacy and numeracy, about professional development and even to gain referrals for further information. The interviewees worked in a range of areas as shown in the following lists.

Curriculum writers:	Industry trainers:	Vocational teachers:
Aboriginal Health Care	ALCAN	Aboriginal Training
AUS Music	Arnott's	Accounting
Automotive	Australian Meat Holdings	Agriculture/Horticulture
Carpentry and Joinery	BHP	Automotive
Curriculum Services	Civil Aviation Authority	Biological Techniques
Environmental Health	Clay Pave	Building
Fishing and Agriculture	CSR Woodpanels	Business
Forensic Studies	Far West Health Services	Chemical Technology
Horticulture	Forestry Union	Childcare
Local Government	Hilton Hotel	Computing
Metal Fabrication and Welding	Lanes Biscuits	Electrical Trades
Mining	Local Government	Electronics
National Road Transport	Medical Benefits Fund (MBF)	Engineering
OTEN	National Road Transport	Environmental Science
Refrigeration	NEC Australia	Fashion
Rural Skills	New Hope Collieries	Floor/Wall Tiling
SkillShare	Private training providers	Food Processing
Tourism and Hospitality	Public Transport Union	Furniture Trade
TUTA	Swinburne Institute of Technology	Genetics/Biology
	Sydney Ferries	Hairdressing
	TCF ITAB	Industrial Studies
	Tourism Hospitality College	Metal Fabrication
	Workplace Education Services (SA TAFE)	Mining
		Office Administration
		Plumbing
		Printing/machining
		Tourism and Hospitality
		Welfare

Interviewees for each of the three groups were selected to ensure national coverage. The project team aimed for proportional representation from states and territories. The most populous states (NSW, Victoria and Queensland) were well represented for each of the three groups with a particularly large number of interviewees based in NSW. The project team asked the project reference group for contacts and placed a large number of phone calls nationally, making every attempt to gather a broad sample. Thus, any apparent bias to the eastern seaboard may merely reflect more effective, well-developed networks of contacts in those states, rather than actual bias.

© NSDC/Commonwealth of Australia 1995

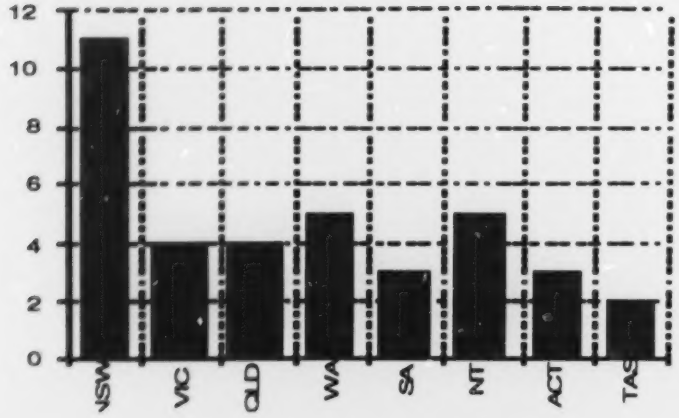


Figure 1: Curriculum writers interviewed

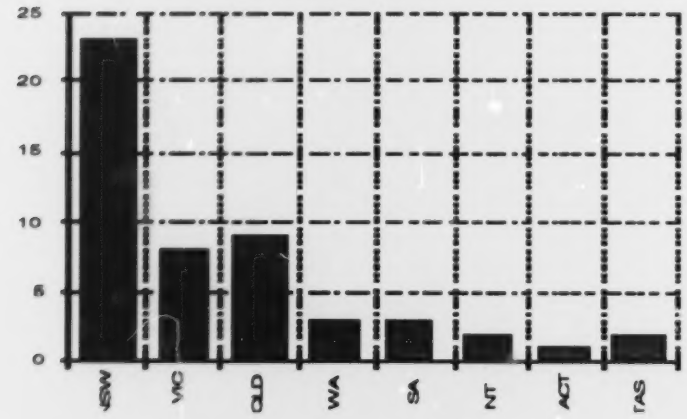


Figure 2: Industry trainers interviewed

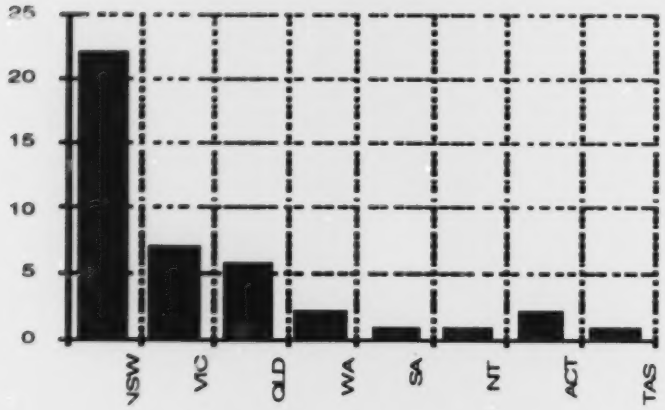


Figure 3: Vocational teachers interviewed

© *NSDC/Commonwealth of Australia 1995*

1.4 Focus groups

A three-hour meeting for each focus group was planned for Sydney (curriculum writers), Melbourne (industry trainers) and Brisbane (vocational teachers). Given the resources available, it was not feasible to conduct a focus group in each state and territory nor to conduct the three-hour meeting in the central and western states because of the travel costs.

The project team gathered names of potential participants from contacts in Sydney and from two members of the reference group, one in Melbourne and one in Brisbane. For each focus group, a letter of invitation explaining the nature of the project and the purpose of the meeting was sent to twenty people. At least two members of the project team attended the focus groups where they facilitated discussion around a number of key questions related to integration of LLN into vocational and workplace training and the related professional development needs of curriculum writers, industry trainers and vocational teachers. The focus groups in Sydney and Melbourne provided rich information which complemented the data gathered in the interviews. Unfortunately, it was not possible to get enough participants for the Brisbane focus group and so it did not go ahead. The outcomes of the focus groups included: the identification of the PD needs of each group and a review of those already identified in interviews; identification of strategies employed to meet LLN needs of clients; suggestions for recommendations; comments on available PD programs and resources.

The work areas of focus group participants are listed below:

Curriculum writers:	Industry trainers:
Basic Work Skills (TAFE)	Incolink Training and Employment
Board of Adult and Community Education	National Food Industry Training Council
Rural and Mining (TAFE)	NBC Industry Training Council
SkillShare	Swinburne University of Technology
Textile, clothing and footwear industry	TCF ITAB
Tourism and Hospitality (TAFE)	Transport Training Industry
	Victorian Hide and Skin

1.5 Data analysis

Responses to the items on the questionnaire were recorded as the interview proceeded and were collated after all interviews were completed. The process for collating and categorising responses was determined by the project team and carried out by the project officers. For example, the categories used to group areas of professional development needs were arrived at through discussions with the project team and educational staff at the Adult Literacy Information Office. The project team aimed to devise categories which would enable the diverse range of responses and terms used to be summarised in

© *NSDC/Commonwealth of Australia 1995*

this report in a meaningful way and which would enable the research staff to map the needs against the intended outcomes of existing training packages.

Discussions in the focus groups, including responses to questions about professional development needs, were recorded as minutes.

Stage 2

Advise the NSDC on the extent to which currently available training resources meet the needs identified in Stage 1 of the project.	
2.1	Collect currently available and relevant professional development materials, courses and programs relevant to this project.
2.2	Identify the intended learning outcomes of each professional development program or course.
2.3	Review and assess the intended learning outcomes (from 2.2) and the content against the needs identified in Stage 1.

2.1 Collection of professional development packages and resources

This process was incorporated into the project from the beginning. All interviewees and focus group participants were asked whether they knew of any training packages or resources relevant to their needs in integrating LLN into vocational and workplace education and training. The project team also contacted representatives from the following organisations as part of a literature search.

Adult Literacy Information Office
Adult Migrant English Service
ALLP Project No. 4
ARIS
CAABEL
DEET
Departments of TAFE in each state and territory
ITABs and industries
Members of the NSDC ALBE Reference Committee
Members of the project's reference group
NLLIA
NLLIA Centre for Workplace Communication and Culture (CWCC), University of Technology, Sydney and James Cook University of North Queensland
Universities

Much of the material received as a result of these processes was not directly relevant to the project. There are, for example, many case studies and reports published that relate to integration, and while these provide valuable models of integrated programs which could meet one of the needs expressed by the three groups (i.e. as models of 'good practice') they are not in themselves professional development or training for writers, trainers or teachers.

© *NSDC/Commonwealth of Australia 1995*

While every effort was made to obtain all available packages and programs, it became clear that there is professional development occurring that doesn't fit the prescriptive notion of a 'package', particularly in industry (e.g. 'one-off' training developed for a particular workplace or informal professional development such as team teaching and observation). For practical reasons, the project team was not able to review and assess this type of professional development. Instead, for the purposes of this project, the project team defined 'professional development package' as those training packages which have written documentation outlining course aims, objectives and learning outcomes relevant to a range of teachers, trainers or writers in vocational education and training. Not surprisingly, the project personnel found it easiest to locate training packages which are:

- well marketed
- promoted (e.g. through catalogues or fliers, at conferences)
- broadly distributed
- placed on database registers (e.g. CAABEL)
- placed with information, resource and referral centres, such as ARIS or ALIO.

The fact that almost all of the packages described in this project report were not mentioned by interviewees indicates a need for broader dissemination of information about the types of training available to the three groups. Appendix 7.5 lists of the types of programs and other information about relevant staff development mentioned by the interviewees.

The training packages described in this report have been included because they *could* contribute to the professional development of the three groups in relation to developing LLN competence in vocational courses. Some packages or modules within a package address this specifically. Other packages or parts of packages focus on topics such as 'cultural awareness' which although not directly related to developing LLN competence have been identified by interviewees and focus group participants as an area of need.

The project team did not find it helpful to divide the training packages into separate categories as no single category would match all areas of need of each of the three groups. In further research, however, it may be useful to bear in mind the different types of packages and the different focus of modules within packages such as those in the following list.

- **LLN training for personnel not already trained in language and literacy**

  Training for adult English language, literacy and numeracy teaching and/or curriculum writing in the workplace and other vocational settings.

© *NSDC/Commonwealth of Australia 1995*

- **Higher education**

  Courses and modules within courses offered by universities targeting teachers and trainers who seek some training in adult English language, literacy and numeracy teaching or in managing cultural diversity. They may be of particular interest to the three groups because of the potential pathways to higher award courses offered by universities.

- **LLN awareness**

  General awareness raising about LLN issues in the workplace and in vocational education and training as well as coverage of broader contexts relevant to LLN training, e.g. government policy and the National Training Reform Agenda. These packages may be directly relevant to managers and supervisors, as well as the three groups for this project.

- **Cultural awareness**

  Packages designed to promote awareness of cultural issues in a training environment. Some programs specifically address the relationship between language and culture and discuss strategies for training NESB students.

- **Plain English**

  Packages that specifically address the issue of writing accessible texts in English. This is identifiable as a category because of their development historically as a recognisable 'stage' or 'movement' in ALBE professional development (and in the community generally) and because the term 'plain English' was used by all three groups to describe an area of professional development need.

2.2 Learning outcomes of the training packages

The learning outcomes for the different PD programs (see Table 1, p. 34) were identified from the documentation for each package. Some packages specifically list 'learning outcomes'; others describe 'aims', 'objectives' or 'purposes'. The intended learning outcomes are summarised in Section 4.4 (p. 33)

2.3 Reviewing the training packages and their learning outcomes

The aims and intended outcomes for each package were matched against the professional development needs identified in the interviews and in the focus groups. This process was conducted by the project officers in consultation with the management committee. Although the original specifications for the project asked that the project 'audit, review and assess' the materials against

© *NSDC/Commonwealth of Australia 1995*

the identified needs, the reference group felt that such a process would be highly sensitive and difficult to carry out. For example, it was expected that interviewees would be reluctant to pass on training packages to the project if they felt that assessments of the packages would be disseminated to potential audiences for the package. It was decided that the project officers should provide a brief summary of how each package could be mapped against the needs of each of the three groups. They were not to assess each training package according to any other criteria nor to appraise them, e.g. as 'good', 'bad', 'appropriate' or 'inappropriate'.

Stage 3

Writing process	
3.1	A draft project report to be compiled using data collected from Stages 1 and 2
3.2	The draft report to be reviewed by the national reference group and the project team developing ALLP Project No. 4
3.3	Production of the final report

The project officers wrote a draft final report and a brief discussion paper mapping the professional development needs identified for the three groups against existing training packages. Drafts of both documents were reviewed by the management committee and discussed at length in team meetings with the project officers. The draft report and the discussion paper were distributed to the project's reference group for review. The project managers discussed comments made by the reference group with the project officers before production of the final report.

© NSDC/Commonwealth of Australia 1995

4 Aim of project and analysis of data

Data gathered in relation to each of the three groups in the interviews and data from the two focus groups are presented separately in this section. In some cases, responses (eg, areas of need, strategies used) are similar across the three groups. While this may result in some repetition in the discussion, the project team felt that presenting the information on the different groups in discrete sub-sections would facilitate access to the data in any subsequent research by the NSDC.

4.1 Information from curriculum writers

Information from the curriculum writers' questionnaires

1a	Who are the students you write programs or learning resources for?

The questionnaire suggested five categories and several sub-categories of possible responses (e.g. NESB, Aboriginal). The interviewers found, however, that nearly all interviewees were unable to categorise their students as they fell into several or all of the categories. For this reason, it was not possible to collate the information according to the categories on the proforma. Instead, the analysis had to be limited to recognising that each group is faced with a diverse range of students. Curriculum writers noted that they only know the student target group at a 'general' level, e.g. that they will be operator-level workers in a certain industry. The real audience for curriculum writers' work is, said one interviewee, 'lecturers—they should be able to translate curriculum into teaching/learning experiences'. Another felt there were 'two audiences for national curricula: accreditation boards and teachers'.

1b	Would you expect members of this target group to have limited reading, writing and mathematics skills?

Responses to this question were simply 'yes' (38 interviewees) or 'no' (3 interviewees). Two of the interviewees who replied 'no' gave as their response: (i) that learners would be assessed before undertaking a course to ensure they had adequate levels of skill in LLN; and (ii) only learners at ASF level 1.

Levels of LLN skills were not discussed.

© *NSDC/Commonwealth of Australia 1995*

1c	Have you ever received any feedback from trainers or teachers suggesting that the students/participants have had difficulty with any of the material you have written due to their limited reading, writing and/or mathematics skills?

The interviewers later deleted this question from the interview as some writers found it confronting and/or interpreted the question as an implied criticism of their work.

2a	Do you have any ideas or suggestions on how to write curriculum or learning resources so that they are readily accessible to all students, including those with limited reading, writing and mathematics skills?

The questionnaires provided three headings and six sub-headings which were used both as prompts during the interview process and as categories in the data collection. The project team read all the responses during the data collection process, adding more categories and placing the responses accordingly.

Responses included the following:

- Appropriate layout and presentation of materials (total 48):
  - use graphics (flow charts, diagrams, visual aids) (17)
  - use plain English (15)
  - cut down amount of written text (13)
  - wider margins (3)
- Providing learning resources (14)
- Customising modules to make them industry/trade/site specific (11)
- Non-written assessment tasks (8)
- Incorporating students' language experience and needs (8)
- Team teaching with colleagues from the same teaching/training area (8) or from the language/literacy area (5)
- Practical approach (5)
- Models incorporating theory and practice (5)
- Flexible delivery and self-paced packages (4)
- Oral presentation (3)
- Formal assessment (8)
- Writing skills (2)

© NSDC/Commonwealth of Australia 1995

2b.	Can you tell me of any professional development programs, resources or staff development that you have used or know of to help you when you write learning resources and curriculum that may assist students/participants who have trouble with their reading, writing or mathematics, or trouble with what the teacher/trainer is saying?

The responses to this question were divided into three categories:

'No'

'Yes, non specific':

The respondent knew of PD programs, but was unable to name them as often the programs were 'one-off' or 'in-house' staff development.

'Yes, specific':

The respondent named specific programs. Details were noted and followed up accordingly (see Appendix 7.5).

3a.	Would you be interested in a professional development program or course that gives you extra ideas or strategies to help students/participants who are having trouble with what the teacher is saying or with reading, writing and mathematics?

and

3b.	[If so] what would you like covered?

Responses have been grouped under a number of headings. The main ones were:

How to write a curriculum
Access and equity
Current theory and practice
Assessment
Flexible delivery
Integration

Figure 4 indicates the frequency of references to a particular category or area of need. Each category is then described in more detail below.

© *NSDC/Commonwealth of Australia 1995*

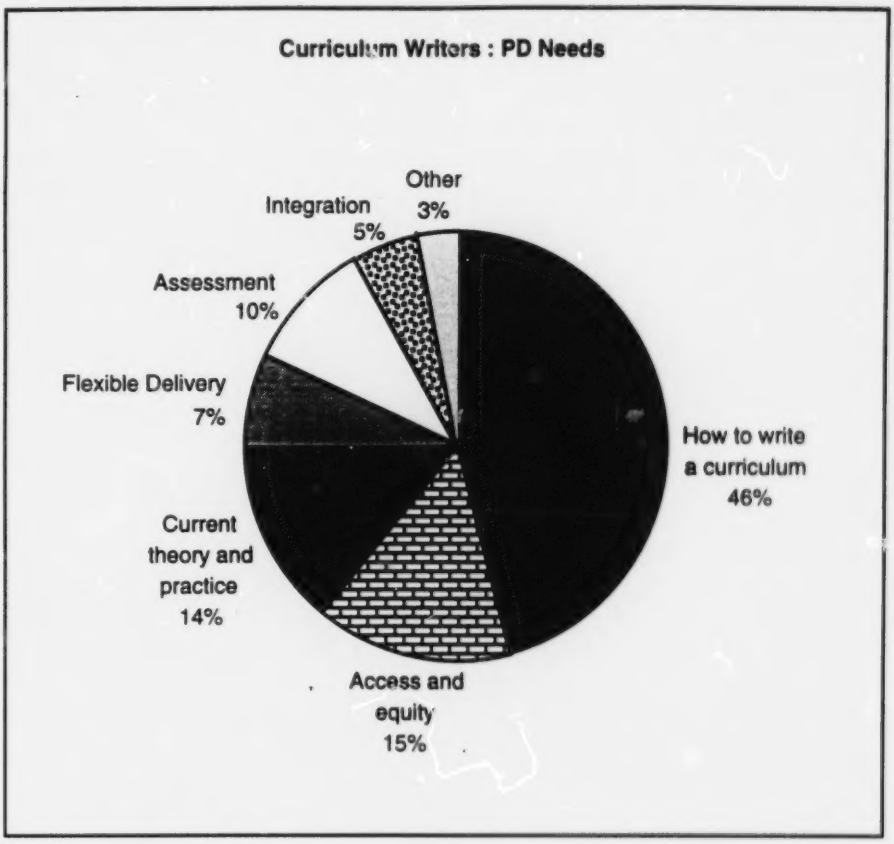


Figure 4: Professional development needs of curriculum writers

- How to write a curriculum

  This was a general category which included a broad range of topics related to the curriculum writing process. Most of the suggestions in this category were for strategies for writing appropriate curriculum; for example:

  - how to meet the needs of different students and how to adapt training to different target groups (e.g. by 'writing for students at all levels')
  - how to 'link work with theory'
  - how to 'understand where students are at'
  - 'customising and contextualising curriculum'

  Seven interviewees specifically requested PD in how to write in plain English without, noted one, 'losing it technically'.

  Another seven wanted information on how to present curriculum materials.

© *NSDC/Commonwealth of Australia 1995*

Other areas included:

- interpretation of syllabus documents
- understanding the language of CBT
- 'making communication industry specific'.

One interviewee commented, 'I don't know what's missing [from the curriculum] because I don't know what I should know'.

Another wanted PD in the area of curriculum writing because 'I'm at a complete loss as to how to do it'.

- Access and equity

This category covers broad PD needs associated with:

- access and equity for students with 'low level language, literacy and numeracy'
- techniques for avoiding 'language and gender bias'
- cross-cultural influences and differences
- understanding needs of NESB students and 'strategies used in TESOL'
- developing assessment tools which are 'culturally sensitive'.

One interviewee requested PD in 'how to develop a curriculum from the grass roots level'.

- Current theory and practice

Interviewees requested PD which covered 'the latest theory' and 'models of practice' in vocational education and training, specifically:

- 'basic concepts' of mathematics
- reading ('maybe phonics?')
- understanding 'the client's perspective—what makes it easier/harder to read and write'
- learning styles and difficulties
- 'up-to-date info on what works'

- Assessment

This category covers those references to using assessment as a means of gauging the levels and needs of students. Specific requests include:

- initial assessment of students
- developing diagnostic material
- self-assessment strategies that do not include 'testing'

© *NSDC/Commonwealth of Australia 1995*

- 'more subtle indicators of levels of literacy'
- development of assessment tools which are 'culturally sensitive'

- Flexible delivery

  This category included needs such as 'how to write flexibility into the curriculum', learning about 'distance education strategies' and how to teach 'remedial work and block mode'.

- Integration

  This category covers PD needs associated with integration of language, literacy and numeracy into vocational education and included comments such as:

  - 'strategies to help with CBT units integrating literacy/numeracy'
  - 'integration of skills that are specific to trade areas'
  - 'ways of incorporating literacy/numeracy needs in the curriculum alongside work-based needs'

  One interviewee favoured the development of 'guidelines for consideration when designing a course so that language, literacy and numeracy is integrated and achievable'.

- Other topics mentioned by less than five interviewees included:
  - resources
  - mathematics
  - policy
  - using technology.

Information from the curriculum writers' focus group

The focus group considered four questions. Discussion is summarised below.

1	*What is the current process for curriculum development in your organisation?*

In organisations outside TAFE, a curriculum writer would usually be employed by the organisation or, in some cases, individuals at a college level might be responsible for writing curriculum. TAFE has a highly regulated process for curriculum development often involving teams

© *NSDC/Commonwealth of Australia 1995*

of writers as well as consultation processes with industry specialists and external review panels.

All participants noted that the curriculum writing process is time-consuming and often 'chaotic'. One participant felt they were 'always starting from scratch'. Some of the difficulties faced by writers included:

- lack of adequate support
- insufficient time for feedback and review
- problems accessing resources
- problems in negotiating with industry.

A major area of concern was the need to know and understand competency-based approaches to curriculum, i.e. balancing the requirements of industry standards with the needs of students when some writers may be unfamiliar with the target group.

2 *Does this process take account of the language, literacy and numeracy demands of the students' vocational areas?*

Many of the participants mentioned curriculum projects they had worked on where the language, literacy and numeracy demands of the students' vocational courses had not been taken into account. A common experience was the 'fight' to change traditional approaches within some vocational areas, e.g. having true/false and multiple choice questions as the only assessment tasks.

All agreed that it was important that curriculum writers be aware of the LLN demands from the beginning and that the writing process include consultation with and review by LLN specialists. The latter was already included by some in their curriculum writing processes. Some writers, however, saw integration of LLN into curricula as the exclusive domain of 'experts'—as something which could be 'added on' at the end of the writing process. Including team teaching in curricula was also seen as a way of dealing with LLN needs of students.

3 *What kinds of professional development would be useful for curriculum developers in your organisation?*

All participants agreed that curriculum writers would benefit most from a 'framework approach' to professional development, i.e. a number of independent, but related modules focusing on different stages of the curriculum-writing process. The most effective PD relates to specific needs at the time and, where possible, occurs 'on-the-job'.

© *NSDC/Commonwealth of Australia 1995*

There was no interest in formal packages longer than 2–3 days.

Participants suggested that professional development for pre-writing needs as well as skills and knowledge required for the writing process itself. Pre-writing needs included the following:

- Program management:
  - how to plan and monitor the curriculum-writing process
  - how to negotiate the various demands and agendas associated with the writing process, for example:

    Industry Standards

    teachers' needs

    time restrictions.
  - knowing who to contact as representatives, for example, of industry.
- Understanding the policies driving vocational education and training in Australia and major literacy policies and initiatives, for example:
  - the National Training Reform Agenda
  - Industry Standards
  - National Framework of Adult English, Language, Literacy and Numeracy Competence
  - National Collaborative Adult English Language and Literacy Strategy
- Understanding competency-based approaches to education and training and integration of LLN into CBT curriculum, for example:
  - how to write curriculum in competency terms
  - LLN awareness
  - assessment of the LLN requirements of job tasks
  - assessment of workers' LLN levels

The participants felt they had ongoing needs during the writing process which could be met by professional development programs or resources. They should incorporate:

- the establishment of mentor relationships between more experienced curriculum writers and less experienced writers and teachers
- examples of good practice including
  - models of CBT curriculum which integrate LLN

© *NSDC/Commonwealth of Australia 1995*

- models of the curriculum development process detailing requirements and strategies for meeting these requirements
- lists of contact names and referral points for more information or resources about integrating LLN into curriculum
- information about assessing and addressing LLN needs in the writer's own and related industries
- opportunities to participate in relevant conferences and workshops.

4	*Are you aware of any professional development resources or programs that support curriculum writers?*

AMES assessment guides

ATCFITB 1994, *Communicating in the TCF Industries: A Resource Package*, ATCFITB.

Baylis, P., Caldwell, J. & Nussbaum, L. 1991, *Language and Literacy in the Textile, Clothing and Footwear Industries*, AMES Sydney.

Porter, B. 1993, *Developing Competency-Based Curriculum Modules: A Guidebook for TAFE Teachers and Curriculum Writers*, NSW TAFE, Sydney.

4.2 Information from industry trainers

Information from the industry trainers' questionnaires

1a	Who are the students/participants you teach/train?

The questionnaire suggested five categories and several sub-categories of possible responses (eg, NESB, Aboriginal). The interviewers found, however, that nearly all interviewees were unable to categorise their students as they fell into several or all of the categories. For this reason, it was not possible to collate the information according to the categories on the proforma. Instead, the analysis had to be limited to recognising that each group is faced with a diverse range of students.

1b	Have you ever had any student/participants in your class/training sessions who have had trouble with reading, writing, mathematics or following what you are saying?

© NSDC/Commonwealth of Australia 1995

Responses to this question were simply 'yes' (42 interviewees) or 'no' (0 interviewees). Levels of LLN skills were not discussed.

2a	What do you do to help these students?

The questionnaires provided eight headings which were used both as prompts during the interviews and as categories in the data collation. The project team read all the responses during the data collation process, adding more categories and placing the responses accordingly.

Responses included the following:

- Employ a range of strategies/teaching methods (33)
- Refer student to education provider for literacy assistance (21)
- Spend more time with student on a 1:1 basis (21)
- Oral presentations (11)
- Group/peer support (11)
- Advice from colleagues in same teaching/training area (9)
- Resources (8)
- Flexible delivery (8)
- Incorporate students' language experience and needs/be practical (9)
- Bilingual support (4)
- Non-written assessment (2)

2b	Can you tell me of any professional development programs, resources or staff development that you have used or know of to help you assist your students/participants who have trouble understanding what you are saying or trouble with their reading, writing or mathematics ?

The responses to this question were divided into three categories:

'No'

'Yes, non specific':

The respondent knew of PD programs but was unable to name them specifically as often the only programs they knew of were 'one-off' or 'in-house' staff development.

'Yes, specific':

The respondent named specific programs. Details were noted and followed up accordingly (see Appendix 7.5).

© *NSDC/Commonwealth of Australia 1995*

3a	Would you be interested in a professional development program or course that gives you extra ideas or strategies to help students/participants who are having trouble with what you are saying or with reading, writing and mathematics?

and

3b	[If so] what would you like covered?

Responses have been grouped under a number of headings. Figure 5 indicates the frequency of references to a particular category or area of need. Each category is then described in more detail below.

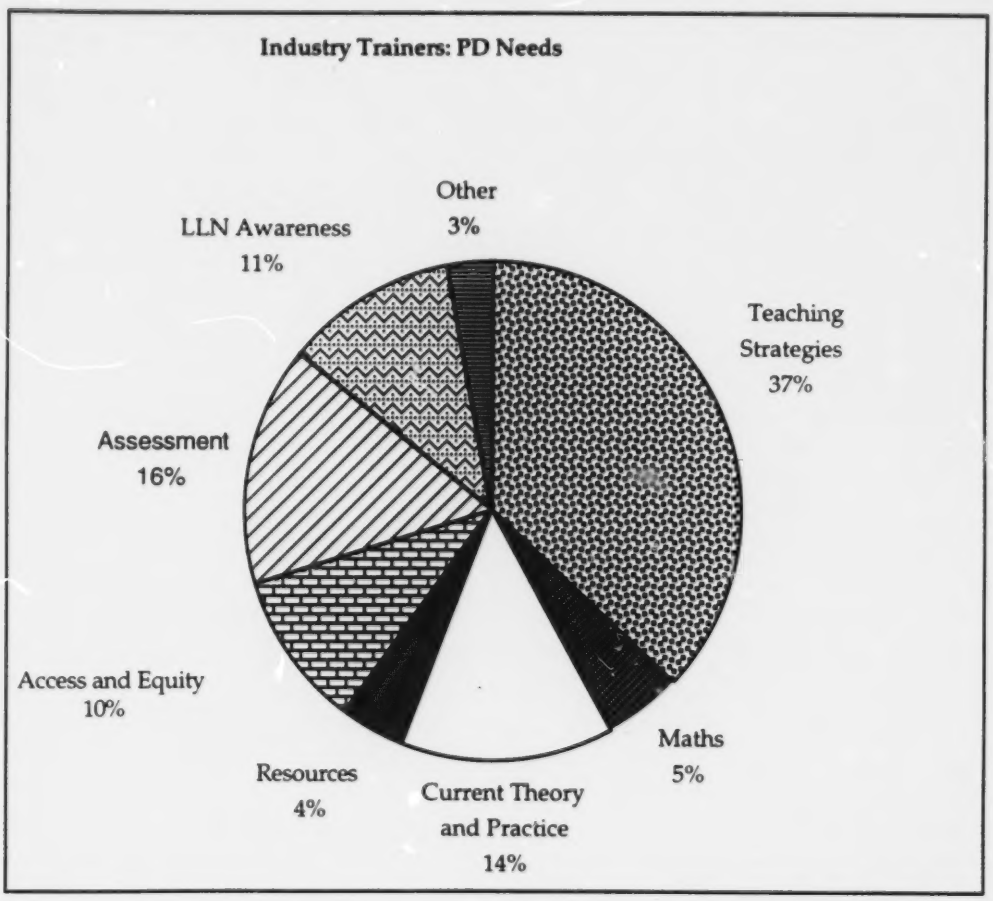


Figure 5: Professional development needs of industry trainers

© NSDC/Commonwealth of Australia 1995

- Teaching strategies

  Some of the interviewees wanted 'general' teaching strategies which would 'foster interest and motivation' and to 'structure learning which builds on other learning'. One interviewee wanted strategies to learn about 'cultural action methods—creative learning'. Another just wanted 'confirmation that what I do is OK'. The other responses in this category were requests for teaching strategies in the areas of:

  - writing
  - reading
  - communication skills
  - presentation, including plain English
  - grammar/genre
  - critical literacy

- Assessment

  Responses in the area of assessment covered such areas as wanting to 'explore opportunities for oral versus written assessment' or to use 'assessment strategies not loaded with written material'. One interviewee specifically requested 'help with conducting needs analyses'. Another wanted PD in 'CBT assessment'.

- Current theory and practice

  The PD most requested under this category concerned current theory and practice around the broad area of teaching and learning: 'how to develop appropriate teaching/learning methodology'; 'how to deal with different learning styles'; 'education techniques aimed at the adult environment'; and 'learning theory—different perspectives'. One wanted strategies 'to get low level people up to industry standards'.

- Literacy/numeracy awareness

  Under this category were PD needs for the trainers in areas such as: 'how to identify LLN difficulties', developing an understanding of 'what literacy entails' and 'how to approach people—getting [them] to come forward'. The short-term nature of some industry trainer creates dilemmas for industry trainers who wanted to know 'how to foster a positive relationship with someone in 6 weeks so that they will approach you about their needs!'.

  Some also noted the need for awareness programs for managers and for trainers to know 'how to gain acceptance from higher levels of management that LLN programs should be implemented'.

- Access and equity

  This broad category included requests such as developing an 'understanding the implications of different cultural backgrounds' and familiarity with 'EEO assessment procedures'.

© *NSDC/Commonwealth of Australia 1995*

- Mathematics

  The requests for PD in the area of mathematics included strategies for teaching 'basic calculation', 'mathematics for life skills only', 'statistics' as well as 'complex calculations'. Although the interviewers reported that some of the industry trainers expressed reservations about their own understanding of mathematics, only one specifically requested training in 'numeracy awareness'. That only one acknowledged such a need may be due to 'embarrassment' in telling the interviewer of their needs in that area although it must be noted that the interviewers did not ask directly whether they would like PD in mathematics and numeracy.

- Resources

  Some of the industry trainers interviewed wanted 'information about resources and training options for students'; one interviewee noted the need to have access to 'anything you can get that can help'. Another interviewee specifically requested access to a 'mentor or resource person' as a way of meeting their needs regarding access to resources and resource development.

  Other topics mentioned by less than five interviewees included:

  - designing/writing curriculum
  - technology
  - networking
  - program management
  - evaluation
  - models of good practice
  - integration.

Information from the industry trainers' focus group

The focus group centred around three questions. Discussion is summarised below.

1	*What strategies do you currently use in your training programs for students with adult English language, literacy and numeracy needs?*

- exploring other training options for students with LLN needs, e.g. referring them to LLN specialists
- using LLN teacher as a mentor and resource person
- finding out more information about literacy with a view to changing one's training practice

© *NSDC/Commonwealth of Australia 1995*

- avoiding written activities and assessment tasks
- focusing on practical, job-related training and 'simplify the task' using more graphics in any written material
- incorporating materials used by workers 'on-the-job'
- 'pre-testing' students to 'prevent [those with LLN needs] getting into the training'.

2	*What professional development needs do you have in the area of adult English language, literacy and numeracy?*

One of the important issues in considering professional development for industry trainers is the difference between the existing skills, knowledge and attitudes of Level 1 (lower) and Level 2 (higher) trainers and between the types of training and other tasks they are expected to perform. Issues of LLN integration in training are especially important for trainers at the lower level who may themselves experience LLN difficulties and/or have little or no teaching experience or no formal qualifications.

PD needs common to Level 1 and 2 trainers:

- Information about:
  - LLN issues, including a 'definition of integration'
  - support mechanisms, funding and resources available
  - the types of training available
  - where to refer students
- Appropriate assessment strategies for course entry
- How to develop worker profiles
  - language(s) spoken and written by a worker
  - English language and literacy skills; numeracy skills
- How to recognise students with LLN needs
- How to document the LLN skills required for the tasks workers perform
- How to handle 'sensitively' students with LLN needs
- How to report on students' needs and achievements within an organisation
- Plain English
- Understanding the nature of training and options for delivery, including types of flexible delivery

© *NSDC/Commonwealth of Australia 1995*

- Understanding how people learn to read and write
- Strategies for meeting the LLN needs of students
- Case studies of integrated training

In addition to the above, Level 2 trainers expressed PD needs related to:

- curriculum processes including adapting or customising curriculum and participation in networks and committees associated with curriculum development, e.g. Steering Committees
- evaluating packages and materials
- decisions about the appropriateness of integrating LLN in various training situations
- strategies for delivery
- training part-time teachers and coordination of training

Training managers expressed needs related to:

- awareness of the broad context for the integration of LLN into vocational education and training
- planning training for measurable outcomes at minimum cost
- meeting the accountability requirements of human resource management policy within an organisation
- identifying workplace LLN requirements and the needs of workers
- how to advocate and intervene on behalf of students/trainees
- options for dealing with training needs and other issues, e.g. funding, time constraints, staffing
- coordinating steering committees and working with ITABs and ITCs.

3 *What packages, programs or courses are you aware of that could assist industry trainers in the area of adult English language, literacy and numeracy?*

DEET publications

Kindler, J. 1994, *Working Words.*

Other PD programs and resources (including information fliers) from individual project, ITABs, unions and organisations

Swinburne University of Technology, *Train the Trainer: Literacy Awareness*

© *NSDC/Commonwealth of Australia 1995*

4.3 Information from vocational teachers

Information from the vocational teachers' questionnaires

1a	Who are the students/participants you teach/train?

The questionnaire suggested five categories and several sub-categories of possible responses (eg, NESB, Aboriginal). The interviewers found, however, that nearly all interviewees were unable to categorise their students as they fell into several or all of the categories. For this reason, it was not possible to collate the information according to the categories on the proforma. Instead, the analysis had to be limited to recognising that each group is faced with a diverse range of students.

1b	Have you ever had any student/participants in your class/training sessions who have had trouble with reading, writing, mathematics or following what you are saying?

Responses to this question were simply 'yes' (51 interviewees) or 'no' (2 interviewees). One of the interviewees who replied 'no' gave as the response gave as the reason that 'we screen them beforehand with a literacy/numeracy test'. Levels of LLN skills were not discussed.

2a	What do you do to help these students?

The questionnaires provided eight headings which were used both as prompts during the interviews and as categories in the data collation. The project team read all the responses during the data collation process, adding more categories and placing the responses accordingly.

Responses included the following:

- Refer student to education provider for literacy help (46)
- Employ a range of strategies/teaching methods (32)
- Spend more time with the student on a 1:1 basis (30)
- Advice from or team teaching with language/literacy teacher (20)

© *NSDC/Commonwealth of Australia 1995*

- Advice from or team teaching with colleagues in same area (13)
- Hands on/practical demonstration (8)
- Non-written assessment (7)
- Resources (6)
- Readings/video (5)
- Give student option to discontinue or defer course (4)
- Oral presentations (4)
- Assess students (3)
- Flexible delivery (3)
- Nothing (3)
- Refer to counsellor (2)
- Bilingual support (2)

2b	Can you tell me of any professional development programs, resources or staff development that you have used or know of to help you assist your students/participants who have trouble understanding what you are saying or trouble with their reading, writing or mathematics ?

The responses to this question were divided into three categories:

'No'

'Yes, non specific':

The respondent knew of PD programs but was unable to name them specifically as often the only programs they knew of were 'one-off' or 'in-house' staff development.

'Yes, specific':

The respondent named specific programs. Details were noted and followed up accordingly (see Appendix 7.5).

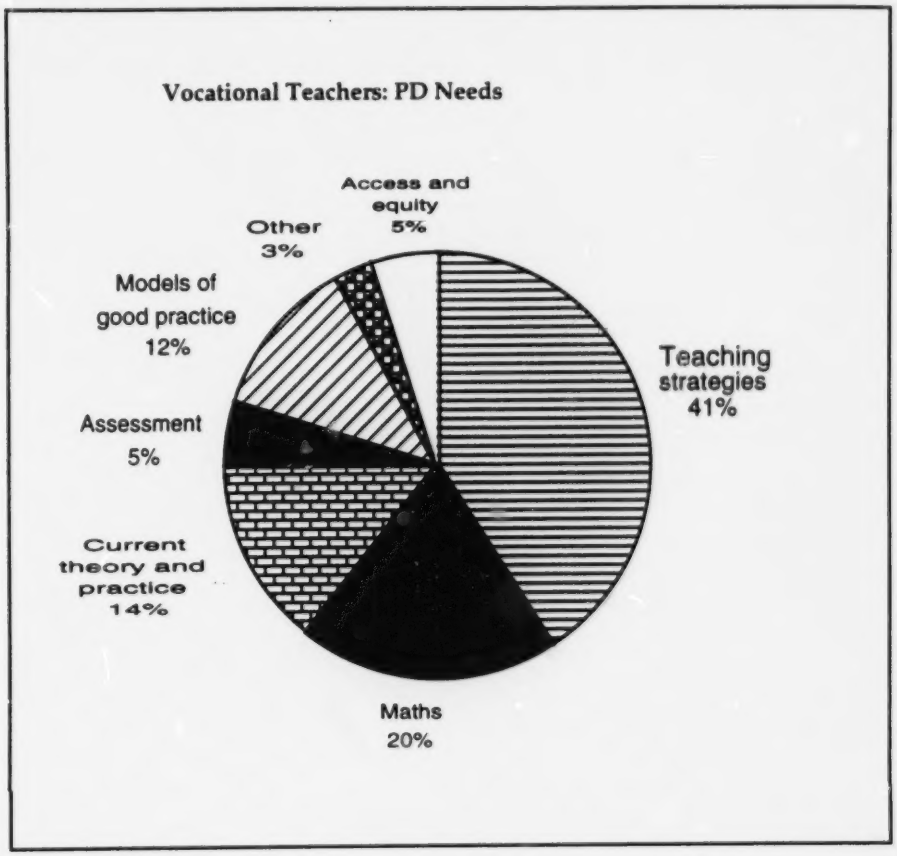
3a	Would you be interested in a professional development program or course that gives you extra ideas or strategies to help students/participants who are having trouble with what you are saying or with reading, writing and mathematics?

and

3b	[If so] what would you like covered?

© *NSDC/Commonwealth of Australia 1995*

Responses have been grouped under a number of headings. Figure 6 indicates the frequency of references to a particular category or area of need. Each category is then described in more detail below.



- Teaching strategies

  This was a general category which included a broad range of topics related to dealing with the LLN needs of students in vocational settings. Some specific teaching/learning areas mentioned by interviewees included:

  - reading
  - writing
  - communication
  - work related literacy skills and CBT
  - implementation/presentation skills, including plain English
  - grammar/genre

© NSDC/Commonwealth of Australia 1995

Some of the teachers commented that they wanted to know:

- 'how to cope in the classroom, i.e. not to get angry'
- 'how to cope with one or two students who have problems in the classroom'
- 'whether the teaching methods I use help or hinder'

- Mathematics

  Many of the teachers interviewed requested strategies for teaching mathematics in vocational settings ('remedial maths', 'adult maths', 'practical maths'). One interviewee noted that 'mathematics [and] literacy go hand in hand'. Some interviewees were not very confident about their own understanding of mathematics and so did not feel certain that they could help their students. None specifically then requested professional development to upgrade their own understanding of mathematics and numeracy (although the interviewer did not ask *directly* if they would like PD in that area).

- Current theory and practice

  This included 'different teaching/learning styles' and 'action learning—reflection'.

- Models of good practice

  This included principles and case studies of good practice 'so I know what's good and what's bad'.

- Assessment

  A number of teachers said they would like professional development in assessment to give a better understanding of appropriate assessment tasks and to help teachers in the 'diagnosis of specific problems'.

- Access and equity

  This was a general category which grouped requests for professional development in diverse areas such as 'cross-cultural awareness', 'open' or 'flexible delivery', and 'motivation and ownership of educational material'.

- Other topics mentioned by less than five interviewees included:
  - classroom resources
  - use of technology
  - integration
  - problem solving
  - team teaching
  - time management.

4.4 Training packages: outline of learning outcomes

Table 1 lists the training packages collected by the project.

© *NSDC/Commonwealth of Australia 1995*

1	**Developing Competency-Based Curriculum Modules: A Guidebook for TAFE Teachers and Curriculum Writers** NSW TAFE Commission
2	**Effective Communication in the Restructured Workplace** NLLIA Centre for Workplace Communication and Culture (CWCC), University of Technology, Sydney and James Cook University of North Queensland
3	**Graduate Certificate: Literacy in Education** University of Tasmania at Launceston
4	**Graduate Certificate in Language and Learning** University of Technology, Sydney
5	**Language and Literacy in Competency Standards** NLLIA Centre for Workplace Communication and Culture (CWCC), University of Technology, Sydney and James Cook University of North Queensland
6	**Language, Literacy and Organisational Change** NSW TAFE Commission
7	**Literacy: A Trade Union Training Session** TUTA Training Resources
8	**Literacy Program Management** Department of Employment, Vocational Education, Training and Industrial Relations, Qld
9	**Multicultural Awareness Training in the Workplace** Outer Eastern College of TAFE, Workplace Language Unit, Vic.
10	**Pathways to Active Literacy: A professional development program for senior secondary and technical teachers** TAFE TEQ Department of Employment, Vocational Education, Training and Industrial Relations, Qld.
11	**Plain English Training Manuals** NLLIA Centre for Workplace Communication and Culture (CWCC), University of Technology, Sydney and James Cook University of North Queensland
12	**Textiles, Clothing and Footwear Train the Trainer (Modules II & III)** Holmesglen College of TAFE, Vic.
13	**Training for Cultural Diversity** NLLIA Centre for Workplace Communication and Culture (CWCC), University of Technology, Sydney and James Cook University of North Queensland
14	**Training to Support a Culturally Diverse Workplace** NLLIA Centre for Workplace Communication and Culture (CWCC), University of Technology, Sydney and James Cook University of North Queensland
15	**Workforce Literacy Training Package** Department of Employment and TAFE, South Australia, and the Australian Council for Adult Literacy
16	**Working Together (revised edition, 1995)** NSW TAFE Commission
17	**Writing and Teaching to Improve Literacy** Department of TAFE NSW
18	**Writing in Plain English** Department of TAFE NSW
19	**Communicating in the TCF Industries** ATCFITB

Table 1: Training packages

© *NSDC/Commonwealth of Australia 1995*

The packages vary in the level of detail included in the documentation and in the way that 'intended learning outcomes' are described as some of the packages were written before competency-based approaches to education became common practice. Some packages list the *aims* of the training, others are written in terms of *objectives* or *outcomes*; some discuss all three. In the summaries below, the project team has endeavoured to present a similar level of detail for the packages, but some information provided is very brief and some is quite lengthy. Such variation was unavoidable.

Details of training packages

1	*Developing Competency-Based Curriculum Modules: A Guidebook for TAFE Teachers And Curriculum Writers*
Author:	Porter, B.
Publisher/place:	NSW TAFE Commission, Sydney
Date:	1993
Target Audience:	TAFE teachers and curriculum writers
Mode of Delivery:	Self access/reference
Duration:	N/A

Learning outcomes:

By satisfactorily completing this program, TAFE teachers and consultants will be able to:

- produce a plan for writing a syllabus and teaching guide
- identify industry competency standards that the curriculum module will address
- develop a syllabus for a competency-based module
- recommend suitable methods and strategies for assessing learner achievement
- suggest module content that is appropriate to the learning outcomes of the curriculum module
- recommend appropriate learning strategies, teaching methods and resources to achieve the learning outcomes of the curriculum module
- summarise the curriculum development process presented in this program.

© *NSDC/Commonwealth of Australia 1995*

2	*Effective Communication in the Restructured Workplace*
Author:	Slade, D., Joyce, H., Nesbitt, C., Scheeres, H. & Solomon, N.
Publisher/place:	NLLIA Centre for Workplace Communication and Culture (CWCC), University of Technology, Sydney and James Cook University of North Qld
Date:	1994
Target Audience:	Workplace trainers
Mode of Delivery:	Face to face workshop
Duration:	1 or 2 days

Learning outcomes:

The course consists of four stand-alone modules on: training; team work; team meetings and job performance. The training module aims to:

- explore the changing training environment
- examine what language and literacy means
- examine the role of language and literacy in the workplace and in training
- examine the relationship between spoken and written language
- explore the role of the trainer as a writer of training materials
- explore the spoken language of training
- examine methods of training
- explore the structure of a training session
- examine the language of testing.

3	Graduate Certificate: Literacy in Education
Author:	University of Tasmania at Launceston
Publisher/place:	N/A
Date:	1995
Target audience:	Vocational teachers, industry trainers
Mode of delivery:	Self-paced university course
Duration:	14 weeks (1 Unit)

© *NSDC/Commonwealth of Australia 1995*

Objectives:

- To understand and articulate the key theories which underpin literacy as social activities in different contexts
- To recognise and differentiate between some major approaches to the formal study of discourse, its structures and uses
- To carry out a minor critical discourse analysis using one or more of the major approaches

4	Graduate Certificate in Language and Learning
Author:	University of Technology, Sydney
Publisher/place:	N/A
Date:	1995
Target audience:	Vocational teachers
Mode of delivery:	University course (face to face and assessment)
Duration:	4 hours a week for 26 weeks

Overall course objective:

To increase the skills and knowledge of teachers who are not language specialists in the role of language and literacy within their own subject or field of practice.

Subject objectives:

Language and Learning 1

This subject aims to provide a theoretical and ethical framework on which the two curriculum and pedagogy subjects in the Certificate will be based. It aims to develop students' understandings of the role and nature of language in education; of the interactive and social nature of language learning; and of the ways in which educational disadvantage can be structurally validated, and notions of deficit perpetuated, when discourse structures, attitudes and values of the dominant (teaching) culture are not shared by learners.

Curriculum and Pedagogy 1

The subject aims to give students opportunities to examine, critique and develop their teaching practices in relation to the cultural and linguistic diversity of their own classrooms, and to develop skills in the analysis, planning and teaching of the language and literacy of the subjects they teach.

© NSDC/Commonwealth of Australia 1995

Language and Learning 2: Functional Grammar

This subject is an introduction to linguistic theory and description relevant to educators. It explores language as a social phenomenon, focusing on the relation between language, text and context. The subject introduces the functional dimensions of the organisation of language and the functional description of texts in context. It will introduce students to the conception of grammar as a resource for making meaning, concentrating on language as it is found in real-life contexts of use.

Curriculum and Pedagogy 2

This subject aims to enable students to select an option designed to increase their knowledge and skills in teaching and programming for the language demands in their specialised area of teaching.

5	*Language and Literacy in Competency Standards*
Author:	Prince, D. & Solomon, N.
Publisher/place:	NLLIA Centre for Workplace Communication and Culture (CWCC), University of Technology, Sydney and James Cook University of North Queensland
Date:	1994
Target audience:	Personnel involved in developing competency standards, industry trainers, course designers, workplace language and literacy teachers
Mode of delivery:	Workshop face to face. Manual is for presenters and can be delivered sequentially or by sections/activities according to need.
Duration:	14 hours

The purposes of this package are to provide participants with an understanding of:

- developments leading up to current changes in the way in which work is done and is learned;
- the increased demands of language and literacy which accompany these changes;
- the limitations of descriptions of competency which do not address language and cultural knowledge and skills;

© *NSDC/Commonwealth of Australia 1995*

- the need to include language and cultural knowledge and skills in competency standards;
- the need to include language and cultural knowledge and skills in competency standards;
- a notion of competence which is inclusive of both technological and organisational competence and the cultural and linguistic diversity of the workforce and its clients or customers;
- reasons for integrating language/literacy development with vocational or workplace training and of the link between competence and learning;
- the process of curriculum development;

and an introduction to:

- the ACTRAC *National Framework of Adult English Language, Literacy and Numeracy Competence* as a tool in the process of developing competency standards;
- using the ACTRAC Framework in the development of competency-based curriculum.

6	*Language, Literacy and Organisational Change*
Author:	Foundation Studies Training Division
Publisher/place:	NSW TAFE Commission, Sydney
Date:	1995
Target audience:	Workplace personnel, community groups
Mode of delivery:	Workshop face to face
Duration:	10 hours

Learning outcomes:

- Participants can briefly outline some key concepts relating to language, literacy and numeracy.
- Participants can identify some key factors affecting a person's development of language, literacy and numeracy competence.
- Participants can identify existing language, literacy and numeracy skills and practices within the organisation that can contribute to its goals.
- Participants can identify some strategies for impr ving spoken and written communication in their organisation.

© *NSDC/Commonwealth of Australia 1995*

7	*Literacy: A Trade Union Training Session*
Author:	Trade Union Training Authority (TUTA)
Publisher/place:	TUTA Training Resources, n.p.
Date:	1990
Target audience:	Union representatives, supervisors
Mode of Delivery:	Face to face workshop
Duration:	2 hours

Aim

To give participants an appreciation of the extent of the literacy problem in the workplace; the relationship between literacy issues and award restructuring; and to enable participants to locate the appropriate expert advice for dealing with literacy issues at the workplace.

8	*Literacy Program Management*
Author:	Queensland Department of Employment, Vocational Education and Industrial Relations (DEVETIR)
Publisher/place:	DEVETIR, Brisbane
Date:	1991
Target audience:	Workforce trainers
Mode of delivery:	Workshops and negotiated assessment tasks
Duration:	200 hours (5 forty hour modules). Intended to be accredited as a Certificate in Literacy Program Management

Overall aim: (from Module 1, p. 4):

Completion of the Certificate will enable trainers to:

1 become effective advocates for increasing Literacy and Numeracy skills in the workforce;

2 communicate effectively with others the significance of promoting Literacy and Numeracy skills in the workforce through seminars, training courses, in one-to-one interviews and in a variety of media;

© NSDC/Commonwealth of Australia 1995

3 take an effective role in planning and implementing work based Literacy and Numeracy programs;

4 understand the significance of reflective practice in their role as trainers in any context, particularly where it involves adults with different levels of Literacy and Numeracy.

9	*Multicultural Awareness Training in the Workplace*
Author:	Workplace Language Unit, Outer Eastern College of TAFE, Victoria
Publisher/place:	Outer Eastern College of TAFE, Victoria
Date:	1993
Target Audience:	Industry trainers
Mode of Delivery:	Face to face workshops
Duration:	not stated

Aim:

This module looks at language and how aspects of it can create difficulties for NES (Non English Speaking) workers.

It also examines ways to make communication (both oral and written) more effective in the workplace.

Learning outcomes:

At the end of the program trainees will be able to:

- understand the difficulties of learning English.
- examine some verbal and written texts to ensure that the needs of the audience are taken into account.
- practise writing and speaking in plain English.
- evaluate practical steps in enhancing the training potential for NES workers.

© *NSDC/Commonwealth of Australia 1995*

10	*Pathways to Active Literacy: A professional development program for senior secondary and technical teachers*
Author:	Department of Education, Queensland
Publisher/place:	TAFE TEQ, Dept of Employment, Vocational Education, Training & Industrial Relations
Date:	1995
Target Audience:	Senior secondary and technical teachers
Mode of Delivery:	Face to face workshops
Duration:	18–24 hours in 6 units

Overall aims:

to increase the teachers' appreciation of the particular needs of TAFE and senior students;

to heighten teachers' understanding and skills in the areas of:
- the role of language in learning
- the integration of language and literacy education with vocational education and training.

Unit objectives:

Unit 1: Change in education/training

- apply the concept of active literacy to your teaching practice;
- appreciate how changes in society demand increased literacy skills for all;
- accommodate the changing roles of learner and teacher;
- identify some of the literacy demands of your subject area.

Unit 2: How we read and write

- integrate with your teaching the spoken and written language appropriate to your subject area;
- demonstrate effective reading, writing and learning skills.

Unit 3: Guiding students' reading

- demonstrate a range of pre-reading, reading and post-reading skills to enable students to extract and organise information from textbooks and other learning materials;
- develop a range of teaching strategies that enable students to identify the generic structure of texts.

© NSDC/Commonwealth of Australia 1995

Unit 4: Guiding students' writing

- guide students' reading to deconstruct text;
- demonstrate to your students how to construct texts appropriate to your subject area.

Unit 5: Towards independent reading and writing

- demonstrate a range of strategies to help students with composing;
- develop a structured language program;
- negotiate the curriculum with your students;
- promote independent reading and writing.

Unit 6: Writing better learning materials

- analyse the language and literacy demands of student learning materials;
- use a range of reading and writing strategies to help students learn from print (learn how to learn);
- rewrite learning materials using more easily read words, phrases and sentences; write a draft, edit and request feedback on competency-based materials.

11	*Plain English Training Manuals*
Author:	Brown, K & Solomon, N.
Publisher/place:	NLLIA Centre for Workplace Communication and Culture (CWCC), University of Technology, Sydney & James Cook University of N. Qld
Date:	1992
Target Audience:	Workplace trainers
Mode of Delivery:	Face to face workshops
Duration:	8 hours

Aim

To develop written language skills appropriate to the wide range of workplace documents.

© NSDC/Commonwealth of Australia 1995

12	*Textiles, Clothing and Footwear Train the Trainer (Modules II & III)*
Author:	Rainer, R. & Morgan, I.
Publisher/place:	Holmesglen College of TAFE, Vic.
Date:	1992
Target audience:	Industry trainers
Mode of Delivery:	Face to face workshops (modules)
Duration:	15 hours

Aim

The aim of module II is to provide trainers with the understanding and the skills to modify their training methods for people with language and literacy difficulties.

The aim of module III is to provide trainers with the skills to utilise plain English techniques in workplace communication.

13	*Training for Cultural Diversity*
Author:	Kalantzis, M., Brosnan, D. & Cope, B.
Publisher/place:	NLLIA Centre for Workplace Communication and Culture (CWCC), University of Technology, Sydney & James Cook University of N. Qld
Date:	1993
Target audience:	Workplace trainers
Mode of Delivery:	Face to face workshop
Duration:	Unstated

This package aims:

- to increase the trainers' awareness and understanding of how to integrate cultural diversity issues into mainstream training
- to develop skills of trainers to support the on-going implementation of training for a culturally diverse workplace

© *NSDC/Commonwealth of Australia 1995*

- to provide cultural diversity training resources that can be integrated into mainstream people management training
- to increase the trainers' awareness and knowledge of the principles underpinning the cultural diversity training package
- to provide a greater understanding of what informs the selection of appropriate activities to include cultural diversity, and subsequently
- to increase the trainers' awareness and understanding of the benefits of valuing a culturally diverse workforce and the range of strategies to manage people particularly in the functions of
  - Workplace Communications (Module A)
  - Managing Workplace Conflict (Module B)
  - Corporate and Business Planning (Module C)
  - Selection Techniques (Module D)
  - Negotiating in an Enterprise Bargaining Context (Module E)

14	*Training to Support a Culturally Diverse Workplace*
Author:	NLLIA Centre for Workplace Communication and Culture (CWCC), UTS & James Cook University of North Queensland
Publisher/place:	CWCC
Date:	1995 (draft)
Target Audience:	Workplace trainers
Mode of Delivery:	Face to face workshop (modules)
Duration:	Not stated

Manual 1: Culture

1 The challenge of cultural diversity
Purpose: To understand the personal and social complexity of cultural diversity and the implications this has on choices made by individuals and society.

2 Understanding culture
Purpose: To understand what we need to know about ourselves as 'cultural constructs' in order to negotiate with people from other cultures.

© *NSDC/Commonwealth of Australia 1995*

Purpose: To pool collective knowledge in order to identify what's involved in the negotiation process and to identify skills necessary for intercultural understanding.

Manual 2: Resettlement

1 Resettlement
Purpose: To further participants' awareness of what is involved in a resettlement experience and the unrealistic expectations made of migrants.

2 Migration (facts and history)
Purpose: To negate negative beliefs and fears about migration by recognising and celebrating past and present contributions of cultural groups.

3 Intercultural communication
Purpose: To identify skills for dealing with misunderstandings resulting from intercultural contact between individuals and groups.

Manual 3: Settlement

1 Cultural differences

Purpose: To raise awareness of what constitutes identity and of the socialisation process that created self (sic) and our differences and to recognise what we don't know and how to pool what we do know to expand our knowledge and lead us to being multicultural.

2 Identity spectrum
Purpose: To examine how sense of self and identity influences the way we act.

3 Strategies to deal with differences
Purpose: To reflect on strategies we have when we meet people who don't share our identity but with whom we want to negotiate.

15	*Workforce Literacy Training Package*
Author:	Gilding, N., Le Duff, G., Persson, M. & Zimmermann, J. (eds)
Publisher/place:	South Australia Department of Employment and TAFE & Australian Council for Adult Literacy
Date:	1993
Target Audience:	Industry trainers and teachers
Mode of Delivery:	Self-access guidelines
Duration:	N/A

© *NSDC/Commonwealth of Australia 1995*

Aims

The guidelines are intended to provide practical and theoretical advice to providers of workforce literacy and to practitioners, in the development, delivery and evaluation of workforce literacy.

16	*Working Together (revised edition)*
Author:	Foundation Studies Training Division
Publisher/place:	NSW TAFE Commission
Date:	1995 (revised edition)
Target Audience:	Vocational teachers
Mode of Delivery:	Face to face workshop
Duration:	32 hours

Learning outcomes:

- Vocational teachers will be able to use spoken communication strategies to enhance learning in an educational setting.
- Vocational teachers will be able to identify and use strategies to enhance student learning through spoken activities.
- Vocational teachers will be able to use teaching strategies that assist students with their reading tasks from their subject areas.
- Vocational teachers will be able to produce handouts, board notes and others classroom texts that are accessible to their students and appropriate to the purpose and context.
- Vocational teachers will be able to use teaching strategies to assist students with writing tasks from their subject areas.
- Vocational teachers will be able to assist students to apply a process approach to mathematical problem in their subject area.
- Vocational teachers will be able to identify the cultural rules, values and assumptions that influence language and behaviour in an educational setting.
- Vocational teachers will be able to identify those aspects of a social theory of language that are relevant to an educational setting.
- Vocational teachers will be able to identify and minimise language, literacy and numeracy demands on students in assessment.

© NSDC/Commonwealth of Australia 1995

17	*Writing and Teaching to Improve Literacy*
Author:	McLeod, J. & Hatherly, S.
Publisher/place:	Human Resource Development Division, NSW TAFE Commission
Date:	1991
Target Audience:	TAFE teachers
Mode of Delivery:	Face to face workshops
Duration:	4 three hour sessions

Aim

To improve the literacy skills of TAFE students by giving them access to plain English materials and equipping classroom teachers with strategies for improving literacy while teaching their subject.

Objectives:

By completing this program, TAFE teachers should be able to:

- describe effective reading and writing strategies;
- write student resource materials in plain English;
- use teaching and learning strategies that encourage and develop effective reading and writing skills in their students.

18	*Writing in Plain English*
Author:	McLeod, J. & Hatherly, S.
Publisher/place:	Human Resource Development Division, NSW TAFE Commission
Date:	1991
Target Audience:	Industry clients
Mode of Delivery:	Face to face workshop
Duration:	5 hours (one day)

Aim

To improve the effectiveness of written communication in the workplace.

Objectives:

By completing this program, participants should be able to:

© *NSDC/Commonwealth of Australia 1995*

- describe effective reading and writing strategies
- recognise the features of plain English
- write materials in plain English.

19	*Communicating in the TCF Industries*
Author:	Cohen, G. & Mathers, M.
Publisher/place:	ATCFITB, Melbourne
Date:	1994
Target Audience:	Industry trainers
Mode of Delivery:	Self-access guidelines, ideas and examples (4 booklets)
Duration:	N/A

Contents:

- Tips for trainers:
  - communication problems
  - adult learners
  - effective training
  - ideas for helping
  - plain English
- Collection of sets of sample printed materials from two enterprises
- Who to talk to:
  - sources of advice and information
  - lists of language, literacy. numeracy providers

4.5 Training packages: the match with the professional development needs of the three groups

There are a number of difficulties in trying to ascertain how effectively training packages could meet the needs of the three groups.

For example, some packages provide detailed information about course aims, learning outcomes, workshop activities, background readings and assessment tasks.

Some packages only list the aims of each unit.

Another difficulty is how to gauge what 'exactly participants in the training would experience when, according to good practice guidelines used in the adult literacy field, 'the presenter/facilitator should ... adapt the content and

© NSDC/Commonwealth of Australia 1995

delivery of the program, where possible, to meet the needs of participants (ALIO 1994). If, in reviewing the packages, the project team had assumed that they would always be well adapted then the report would simply draw the unilluminating conclusion that almost all of the packages delivered by a 'quality presenter' could meet some of the needs of some of the participants some of the time.

The project team developed two possible models for comparing the match between the PD needs identified for the three groups and the intended learning outcomes of available packages.

The first is a tabular model (presented on the next page) which lists the needs of each group in the column on the left and the packages reviewed by this project are listed by number[3] across the top row. The table gives an overview of the extent of strong, partial and limited matches between identified needs and the training packages. It also indicates which packages do not address training in numeracy or spoken English. See Section 5 (p. 52) for a summary of the gaps in meeting the needs of the three groups with existing packages.

The second is a descriptive model which presents a summary of the extent to which a package meets the needs of the three groups. This was trialled for each package but the project team felt it was of limited use.

It is presented in Appendix 7.6.

[3] The numbers correspond to the number assigned to each package in Table 1 (p. 34).

© *NSDC/Commonwealth of Australia 1995*

Table 2 **Matching identified professional development needs and learning outcomes of training packages**

PACKAGE	1	2*	3*	4*	5*	6	7*	8‡	9*	10*‡	11*	12*	13*	14	15*‡	16	17*‡	18*‡	19
Curriculum writers																			
How to write curriculum	S				S										P				
Access & equity		L			P														
Theory & practice		P	P	P	P										P				
Assessment		L			L														
Flexible delivery		L																	
Integration		L		P	P					P									
Industry trainers																			
Teaching strategies		2-S	2-S	2-P				2-S				2-S			2-P				1,2-P
Assessment		2-S				2-P		2-P							2-P				
Theory & practice		2-S	2-S	2-P	2-P	2-P		2-S			2-S	2-P			2-S				
Literacy /numeracy		2-S			2-S	2-S	2-S	2-S	2-S		2-S	2-S	2-P		2-S			2-S	1,2-P
Access & equity		2-P		2-S	2-P	2-S	2-S	2-S	2-S			2-S	2-S	2-S					1,2-S
Maths								2-P											
Resources		2-P							2-P		2-P	2-P			2-P			2-P	1,2-S
Vocational teachers																			
Teaching strategies		P		S						S						S	S		
Maths																S			
Theory & practice		S	S	S	P					S						S	L		
Models of good practice				P						P						P			
Assessment		P		P												S			
Access & equity		P		S	P					S						S			

Key: S = strong match L = limited match 1 = Level 1 trainer * = no numeracy
P = partial match 2 = Level 2 trainer ‡ = no spoken English

Note: The numbers on the top row correspond to the numbers listed for each package in Table 1 (p. 34)

© NSDC/Commonwealth of Australia 1995

5 Conclusion

The general findings of this project can be summarised under six headings. The first three relate specifically to the professional development needs of the three groups as identified by this project (5.1 to 5.3). The final three describe some of the issues in the national vocational education and training sector which have had an impact on this project (5.4 to 5.6).

5.1 Major professional development needs of the three groups

There was a clear indication from all three groups that the professional development most needed was that which relates directly to the 'day-to-day' work of each group. That is, curriculum writers most commonly requested PD on 'how to write a curriculum', while vocational teachers and industry trainers most commonly requested PD on teaching and training strategies. Other areas common to all groups are:

- assessment
- an understanding of current theory and practice
- strategies for ensuring access and equity for students.

Mathematics and/or numeracy featured strongly as a need for industry trainers and vocational teachers.[4]

Another important need common to all groups is access to reliable and up-to-date information about the range of professional development options available to them. This need is reflected in the fact that while some mentioned the availability of one-off or informal, site-specific staff development opportunities, only a small number of interviewees and focus group participants were aware of 'formal packages' which target professional development in language, literacy and numeracy in their area.

5.2 Gaps in meeting the professional development needs of the groups with existing training packages

Table 2 (p. 51) demonstrates the extent to which the training packages reviewed by this project meet some of the needs of the three groups. As the table illustrates, the most glaring gaps in meeting professional development needs are in the areas of:

---

[4] See Figure 4 (p. 18), Figure 5 (p. 25) and Figure 6 (p. 32) for the PD needs of each group.

© *NSDC/Commonwealth of Australia 1995*

- numeracy

  The majority of packages (13 out of 19) do not include any information or training about numeracy teaching. Only two packages (numbers 8 and 16) provide a partial and limited match to the needs of Level 2 industry trainers and vocational teachers respectively.

- meeting *any* of the needs of Level 1 trainers

  Only one package (no. 19) has any matches with the needs of Level 1 trainers.

- meeting the *majority* of needs of curriculum writers and vocational teachers

  For each of these groups, only 7 of the 19 packages have any match with their needs. The match is particularly poor for curriculum writers, with most of these seven packages providing only a limited or partial match with their needs.

5.3 Preferred type, mode and duration of professional development for the three groups

All groups were interested in short-term programs which were relevant to their needs. The majority of interviewees and focus group participants did not view 'big packages' as an efficient or effective means of professional development in their area. Analysis of existing packages found, not surprisingly, that no *one* package could meet *all* of any one group's needs. Instead of lengthy, formal packages, interviewees and focus group participants expressed a preference for a framework-style document with independent but linked modules on specific areas of need (e.g. assessment practices, plain English, current government policy and its implications). They suggested a number of processes which could complement the modules, such as establishing mentor relationships between more experienced writers, teachers or trainers and less experienced colleagues; conducting awareness programs for managers to encourage the development of a general training culture which integrates language, literacy and numeracy with all training in the organisation; and dissemination of information about resources and referral points.

5.4 The diversity of the vocational education and training sector and the varied skills, knowledge and attitudes of the writers, trainers and teachers in the sector

The diversity of the VET sector creates a challenge for those involved in developing effective strategies and training packages for professional development for writers, trainers and teachers in the sector. Any professional

© *NSDC/Commonwealth of Australia 1995*

development which will 'meet the needs of participants' and which 'addresses learners' questions and practical concerns' (ALIO 1994) would have to be adapted to suit the different skills, expectations, previous experience and qualifications which participants bring to the training course, as well as the particularities of the contexts in which they work. For example: the diversity of workers/trainees whom they teach or for whom they write curriculum; the needs and priorities associated with the industry and/or workplace in which they are based; the industry standards to be met; the 'value' or 'worth' accorded that professional development by the participants and by their employer; the different 'cultures' of different industries and workplaces; and the different terminology used by industry and education providers in relation to VET.

5.5 The language, literacy and numeracy competence of the writers, trainers and teachers themselves

Concern about the LLN competence of those conducting training was expressed by some of the industry trainers and vocational teachers interviewed for this project and by participants in the industry trainers' focus group. The latter noted that difficulties with the LLN tasks associated with job tasks may be of particular concern to Level 1 trainers. Any professional development programs for teachers or trainers in relation to integration of LLN and vocational competence must need to be aware of needs of some participants in this regard. They should, ideally, operate on the same principles of integration as the programs they are helping trainers to implement: that is, the professional development packages should develop the LLN skills of the participants at the same time as they develop their skills in, for example, teaching, training or writing curriculum.

5.6 Professional incentives and institutional support for professional development for the three groups

This project did not include data about professional incentives (e.g. access to accredited training, pathways to other training and higher education courses) and institutional support for professional development (e.g. allowances, study time, release) for the three groups across different contexts. However, clearly these are important issues for future developments in the field. For example, establishment of incentives and support in any industry or workplace would rely heavily on management's acknowledgment that professional development for appropriate staff is essential to quality outcomes and on management's commitment to resourcing professional development. Awareness-raising for management plays an important role in garnering such support. Establishing incentives and support will also require negotiations between management, unions and VET providers.

© *NSDC/Commonwealth of Australia 1995*

6 Recommendations

The major professional development needs of the three groups as identified by this research are:

- reliable and up-to-date information about professional development options for the three groups
- specific professional development programs which meet the major needs of each group (see pp. 49–51)

To address these needs, the project proposes five areas of recommendation.

Firstly, the project recommends the development of a generic resource to meet one of the major professional development needs of all three groups, i.e. for information about the range of professional development options available to them. **(Recommendation 1)**

The project also makes recommendations for new developments to meet the major professional development needs specific to each group. **(Recommendations 2–4)**

Finally, the project recommends a series of national forums/workshops for key personnel in industry and vocational education and training to promote good practice in integration. Increased awareness by management and other decision makers of the importance of an integrated approach to the development of language, literacy and numeracy competence in vocational education and training is a critical underpinning of effective professional development. **(Recommendation 5)**

Recommendation 1

That the National Staff Development Committee develop a professional development guide, matrix or resource for curriculum writers, industry trainers and vocational teachers. The guide would provide a broad definition of professional development and would include information about:

- **mentor relationships**
- **team teaching**
- **action research**
- **training for trainers on and off the job**
- **a range of short modules**
- **information about existing relevant professional development**
- **information about further training/education opportunities**
- **information on integrating language, literacy and numeracy and vocational competence in vocational education and training**
- **information on resources, referral centres and networks.**

© *NSDC/Commonwealth of Australia 1995*

Recommendation 2

2.1

That the National Staff Development Committee support the professional development of curriculum writers by developing a one to two day training workshop to introduce curriculum writers to the principles of addressing the adult English language, literacy and numeracy needs of both industry and learners within vocational curriculum.

This workshop would provide the basis for ongoing mentor-based or consultant-based support.

2.2

That the workshop be supported by the development of a publication containing models of integration.

Recommendation 3

That the National Staff Development Committee develop a number of short modules to support the use of the guide by industry trainers. The modules could be presented as self-access booklets, but could also form the basis for short workshops.

The modules would target the needs of trainers as identified by this research:

Level 1 trainers:

- language, literacy and numeracy awareness
- basic teaching/training strategies (language, literacy and numeracy related)
- referral information
- assessment strategies
- writing training materials
- identifying workers with language, literacy and numeracy learning needs
- handling language, literacy and numeracy needs 'sensitively
- identifying workplace language, literacy and numeracy demands

Level 2 trainers:

- customising curriculum to accommodate language, literacy and numeracy needs
- alternatives for dealing with language, literacy and numeracy needs
- evaluating packages and materials

© *NSDC/Commonwealth of Australia 1995*

Recommendation 4

4.1

That the National Staff Development Committee support the professional development of vocational teachers by producing a resource outlining a range of relevant professional development programs which meet their needs, such as those identified by this research.

4.2

That developers of the major professional development programs for vocational teachers be encouraged to offer national train-the-trainer programs in conjunction with the National Staff Development Committee.

Recommendation 5

That the National Staff Development Committee, along with the MCEETYA English language and literacy sub-group, conduct national forums or workshops in each state and territory to promote good practice in the integration of language, literacy and numeracy competence in vocational education and training to key personnel in industry and vocational education and training.

The forums or workshops would be based upon the English language, literacy and numeracy integration framework developed by ALLP Project No. 4.

A short package would need to be developed to support these forums or workshops.

© *NSDC/Commonwealth of Australia 1995*

7 Appendices

Appendix 7.1
Project management committee

Marianne Courtenay	Project Manager, ALLP Project No. 4
Ian Fegent	Principal Officer, Individual Programs, Foundation Studies Training Division, TAFE NSW
Peter Holden	Senior Education Officer, Adult Literacy Information Office
Ursula Nowicki	Senior Education Officer, Adult Literacy Information Office
David Riordan	Chief Education Officer, Adult Literacy Information Office
Carol Walsh	Senior Education Officer, Adult Literacy Information Office

© *NSDC/Commonwealth of Australia 1995*

Appendix 7.2
Project reference group

Pat Beattie	Lecturer, Batchelor College, Northern Territory University
Trish Branson	Lecturer, Douglas Mawson Institute of TAFE, South Australia
Chris Corbel	Manager, Curriculum Development, Adult Migrant Education Service, Victoria
Marianne Courtenay	Project Manager, ALLP Project No. 4
Ian Falk	Sub-Dean, Faculty of Adult and Vocational Education, University of Tasmania at Launceston
Ian Fegent	Principal Officer, Individual Programs, Foundation Studies Training Division, TAFE NSW
Liz Harris	National ALBE Projects Manager, NSDC
Peter Holden	Senior Education Officer, Adult Literacy Information Office
Anne Kelly	President, Australian Council for Adult Literacy
Robyn Moses	Literacy Consultant, Food Industry Training Council
Ann Reich	Executive Officer, NSW Local Government ITC
David Riordan	Chief Education Officer, Adult Literacy Information Office

© *NSDC/Commonwealth of Australia 1995*

Hermine Scheeres	Senior Lecturer, School of Adult Education, University of Technology, Sydney
Simon Wallace	National Textile, Clothing and Footwear Workplace English Language and Literacy (WELL) Coordinator

The project managers would also like to thank Angela Connell and Dawn Chapman for participating in a project teleconference on 2/11/94 on behalf of Anne Kelly and Pat Beattie respectively.

Note: positions above are as at May 1995.

© *NSDC/Commonwealth of Australia 1995*

Appendix 7.3
Glossary and acronyms

ABE	Adult Basic Education
ACTRAC	Australian Committee for Training Curriculum
AEC/MOVEET	Australian Education Council/Ministers of Vocational Education, Employment and Training
ALBE	Adult Literacy and Basic Education
ALIO	Adult Literacy Information Office
ALLP	Australian Language and Literacy Policy
ALLP Project No. 4	1994 DEET ALLP project, on *The Development of a Strategic Framework for the Investigation, Evaluation and Development of Models of Integration of Language, Literacy and Numeracy into Vocational Education and Training Programs* conducted by M. Courtenay and G. Mawer on behalf of FSTD, NSW TAFE
ANTA	Australian National Training Authority
ARIS	Adult Literacy and Basic Education Resource and Information Service
ATCFITB	Australian Textile, Clothing and Footwear Industry Training Board
AVTS	Australian Vocational Training System
BACE	Board of Adult and Community Education
CAABEL	Clearinghouse in Australia for Adult Basic Education and Literacy
CBT	Competency-based training
CGEA	Certificates in General Education for Adults
CWCC	NLLIA Centre for Workplace Communication and Culture, University of Technology, Sydney and James Cook University of North Queensland
DEET	Department of Education, Employment and Training
ESOL	English for Speakers of Other Languages
FSTD	Foundation Studies Training Division
ITAB	Industry Training Advisory Body
ITC	Industry Training Council

© NSDC/Commonwealth of Australia 1995

LLN	Language, literacy and numeracy
NCAELLS	National Collaborative Adult English Language and Literacy Strategy
NCVER	National Centre for Vocational Education Research
NESB	Non-English Speaking Background
NLLIA	National Languages and Literacy Institute of Australia
NSDC	The National Staff Development Committee for Vocational Education and Training (formerly the TAFE National Staff Development Committee)
NVETS	National Vocational Education and Training System
OTEN	Open Training and Education Network
PD	Professional development
TAFE	Technical and Further Education
TCF	Textile, Clothing and Footwear
TESOL	Teaching English to Speakers of Other Languages
TUTA	Trade Union Training Association
UTS	University of Technology, Sydney
UWS	University of Western Sydney
VET	Vocational Education and Training

© NSDC/Commonwealth of Australia 1995

Appendix 7.4 Questionnaires

CURRICULUM WRITER/LEARNING RESOURCE WRITER

STATE: _ _ _ _ _ _

EMPLOYER:
TAFE **SKILLSHARE** **OTHER**

FOCUS GROUP: _ _ _ _ _ _ _ _ _ _ _ _

Interview Number: _ _ _ _ _ _ _ _ _ _ _

PREAMBLE: NATIONAL RESEARCH PROJECT

- Funded by the National Staff Development Committee (TNSDC) for Foundation Studies Training Division (FSTD).
- To find out what professional development teachers, trainers and curriculum writers may need in order to help them to understand the language, literacy and numeracy needs of participants in vocational training.
- To find out what professional development, resources, staff development, etc you already know about that helps you with meeting the LL&N needs of participants in vocational training courses.
- To find out what professional development you would like that helps you with strategies to help you train/write for participants in vocational training.

Would you mind if I asked you a few questions to help me in my research?

Name: _

Contact Phone No: wk _ _ _ _ _ _ _ _ hm _ _ _ _ _ _ _ fax _ _ _ _ _ _ _ _

Address: _

Position: _

Referred by: _

Time of interview _ _ _ _ _ _ _ _ _ _ Length of interview _ _ _ _ _ _ _ _ _ _

Date: _ _ _ _ _ _ _ _ _ _ _ _

© NSDC/Commonwealth of Australia 1995

Questions About Students Using Writer's Materials

1a. Who are the students that you write programs or learning resources for?

Education/Entry Level Yr 12 Yr 10 Yr 9 and under mature age ☐

NESB Operational Level Worker Aboriginal other

1b. Would you expect members of this target group to have limited reading, writing and maths skills?

Yes No Comments:

1c. Have you received any feedback from trainers or teachers suggesting that the students/particpants have had difficulty with any of the material you have written due to their limited reading, writing and/or maths skills?

Comments:

Questions About Writing Curriculum/Learning Materials

2a. Do you have any ideas or suggestions on how to write curriculum/learning resources so that they are readily accessible to all students, including those with limited reading, writing and maths skills?

- advice from colleagues in same teaching/training area
- advice/team-teaching from language/literacy teacher
- change methods:
  - graphic design: flow charts, tables, diagrams, visual aids (eg illustrations, photographs)
  - cut down text
  - wider margins
  - use plain English - What do you mean?
  - attend workshops/courses
  - other

Comments:

Questions About Professional Development

2b. Can you tell me of any professional development programs, resources or staff development that you have used or know of to help you when you write learning resource/ curriculum that may assist students/participants who have trouble in their reading, writing or maths or trouble with what the teachers/trainer is saying.

Name of Program Writer/publisher Target group Purpose Date Used Rank

3b. What would you like covered?

3c. How would you like it delivered?

- training course/workshop
- advisor/resource person
- readings
- video
- other

© NSDC/Commonwealth of Australia 1995

VOCATIONAL TEACHERS & INDUSTRY TRAINERS

STATE: ..... **KEY ISSUES.....**

EMPLOYER:.....

TAFE **SKILLSHARE** **AMES** **ACE**

FOCUS GROUP:.....

Interview Number:.....

PREAMBLE: NATIONAL RESEARCH PROJECT

- Funded by the National Staff Development Committee (TNSDC) for Foundation Studies Training Division (FSTD).
- To find out what professional development teachers, trainers and curriculum writers may need in order to help them to understand the language, literacy and numeracy needs of participants in vocational training.
- To find out what professional development, resources, staff developmnet, etc you already know about that helps you with meeting the LL&N needs of participants in vocational training courses.
- To find out what professional development you would like that helps you with strategies to help you train/write for participants in vocational training.

Would you mind if I asked you a few questions to help me in my research?

Name: .....

Contact Phone No: wk ..... hm..... fax .....

Address: .....

Position: .....

Referred by:.....

Time of interview ..... Length of interview .....

Date: .....

© *NSDC/Commonwealth of Australia 1995*

Questions About Students

1a. Who are the students/participants you teach/train?

- Education/Entry level Yr 12 Yr 10 Yr 9 & under Mature Age
- NESB none % some with no problems % some with problems %
- Operational Level Worker
- Aboriginal %
- other

1b. Have you ever had any students/participants in your class/training sessions who have had trouble with reading, writing, maths or following what you are saying?

Yes - go to question 2a
No - Comment: (Change 2a to Have you any ideas on how you could help these students?)

2a. What do you do to help these students?

- refer to Education Provider for literacy help
- advice from colleagues in same teaching/training area
- advice/team-teaching from language/literacy teacher
- bi-lingual support
- changed methods
- reading/video
- spend more time 1:1 basis
- training packages

2b. Can you tell me of any professional development programs, resources or staff development that you have used or know of to help you assist your students/participants who have trouble understanding what you are saying or trouble with their reading, writing or maths ?

Questions About Staff Development

3a. Would you be interested in a professional development program or course that gives you extra ideas and strategies for teaching students who have trouble with what you are saying or with reading, writing and maths?

Yes go to 3b

No....exit interview

3b. What would you like covered?

Understanding what the teacher/trainer says:

- following directions
- following instructioins
- others.....

© NSDC/Commonwealth of Australia 1995

Things the students have to read

- instructions
- memos
- safety signs
- forms
- course notes
- workplace manuals
- workplace procedures
- others.....

Things the students have to write

- messages
- memos
- completing forms
- keeping records
- accidents forms
- time sheets
- lesson notes
- essay writing

Maths the students need to do

- Specify
- Computer
- Modelling Good Practice

Exams/Assessment tasks

Others.....

3c. What type of help would you like?

- training course - how long?

- readings

- video

- adviser/resource person

- other (specify).....

© NSDC/Commonwealth of Australia 1995

Focus Group

PREAMBLE: FOCUS GROUP

To find out more details about the type of staff development needed and to fill any gaps that we find.

To identify common training/staff needs in more detail

4a. Would you be prepared to bve involved in a focus group to assist in this project?

Yes - continue

No - exit interview

4b. When is the best time to contact you?

Day:

Time:

5. Have you the names of any other vocational teachers, trainers or curriculum writers who could assist with this project?

Name	Position	Address	Phone	Fax

© NSDC/Commonwealth of Australia 1995

Appendix 7.5

Professional development programs, resources and other staff development mentioned by interviewees

Note: Responses to question 2b are reproduced here in the same level of detail as interviewees were able to supply. The project team felt this would give a more realistic picture of the extent of the information that the three groups currently possess about professional development available to them.

Curriculum writers

Australian Capital Territory
- ACTRAC–Design of Learning Guides
- NCVER Adelaide Workshop and written material for teaching/resource writers

New South Wales
- *Pitfalls and Possibilities* NSW Adult Literacy and Numeracy Council Inc.
- Literacy: A Trade Union Training Session (TUTA)
- Teaching and Learning Strategies Training course
- Bachelor of Education and Bachelor of Teaching (Language and Literacy), University of Technology, Sydney
- Plain English

Northern Territory
- *World of Work*, Geri Pancini & Rob McCormack
- Open Learning ABE Plain English

South Australia
- Kakadu National Park–A case study in workplace literacy (NLLIA)
- Functional Grammar Summer School (Robert Veel, University of Sydney)
- Disadvantaged Schools Program–Literacy and Writing Curriculum (inservice)
- University of Sydney Masters in Functional Linguistics
- AMES materials and PD courses

Victoria
- Workshop dealing with CGEA
- Neuro-linguistic programming
- Instruction Design Seminar (TAFE)
- Recognition of Prior Learning course

© *NSDC/Commonwealth of Australia 1995*

Industry trainers

New South Wales
- AMES modules
- UTS short courses
- Professional Training and Development
- Literacy for Productivity (DEET)–Training Resource Kit
- Rosie Wickert's *No Single Measure*
- ALIO
- Report on Use of Technology in Adult Literacy Programs
- Federal Government National Policy on Languages DEET, conducted under the Adult Literacy Action Campaign
- Action Method Training (National School of Training Trainers, USA)
- *Effective Business Writing* by Champagne Consultant (manual)
- *First Training* (video)
- Training Services Australia (DEET)—professional development courses
- Bachelor of Adult Education UWS
- Australian Institute of Training Development—workshop on curriculum design
- ACTRAC support materials
- Union Educator's workshop (Clyde Cameron College)
- TCF Learning Resource (Learners and Trainers manual)

Queensland
- Talking and networking through study groups, all informal
- Awareness session—UTEK & DEET

South Australia
- SPELD—running a course for people with dyslexia

Victoria
- E & D Workplace Development—researching management techniques in the multicultural workplace
- Report on Best Practice in Australian Industry (Pat Foley)
- CPSU Union based trainer (Peggy Cook): training in different methods and strategies

Vocational teachers

New South Wales
- TESOL/Hairdressing–Writing in Plain English
- Plain English for Trade teachers
- Learning Style videos (Paul Larkin)
- Volunteer Literacy Tutor Training (TAFE)
- Home Tutor Training (AMES)
- Adult Literacy Teaching (TAFE)
- Local campus Adult Literacy Officer (TAFE)
- Teacher Effectiveness Training (TAFE)

78

© *NSDC/Commonwealth of Australia 1995*

Northern Territory
- Numeracy and How we Learn

Queensland
- Working with students with English as a second language
- Informal Action Research (Rosie Wickert)
- Teacher Training (Edward de Bono)
- Accelerated Learning
- Bachelor of Adult and Vocational Teaching (Griffith University)
- Workshops/information about literacy/numeracy problems (TAFE)

Victoria
- Graduate Diploma in ESOL (Armidale)
- Teaching deaf people (Geelong TAFE)
- Auditory Processing—Report on Victorian Students

Western Australia
- How to assess people's English (Adult Literacy Service)

© *NSDC/Commonwealth of Australia 1995*

Appendix 7.6

Descriptive model: comparison of needs and outcomes

1 Porter, B. 1993, ***Developing Competency-Based Curriculum Modules: A Guidebook for TAFE Teachers and Curriculum Writers,*** NSW TAFE Commission, Sydney

This package would seem to have the potential to meet the specific needs of curriculum writers in relation to understanding competency-based approaches to education and training, identifying LLN requirements of job tasks as well as the all-encompassing 'how to write curriculum'. It may also be of interest to Level 2 trainers: who want a greater understanding of curriculum writing and CBT, to assist them to customise existing curricula or write new materials to meet industry standards.

2 Slade, D. et al 1994, ***Effective Communication in the Restructured Workplace,*** NLLIA Centre for Workplace Communication and Culture (CWCC), University of Technology, Sydney and James Cook University of North Queensland

Curriculum writers expressed needs in the areas of identification of LLN requirements and assessment which may be addressed by aspects of this package. The role of the trainer as a writer of training materials may also be of interest to this group although of course it is most obviously appropriate for Level 2 industry trainers involved in customising curriculum which may require writing new materials to suit the needs of their particular workplace. The last three objectives around the methods used in and the structure of training sessions and the language of testing are relevant to industry trainers and vocational teachers.

3 ***Graduate Certificate: Literacy in Education,*** 1995, University of Tasmania at Launceston

The first objective may satisfy some of the interest for professional development around current theory and practice from all three groups. While arguably the skills learnt in discourse analysis may be of use to all groups, none specifically requested this.

4 ***Graduate Certificate in Language and Learning,*** 1995, University of Technology, Sydney NSW

For curriculum writers, the overviews in Language and Learning 1 may be relevant to the expressed PD need for information on current theory and practice. For industry trainers and vocational teachers, clearly the types of participants targeted by such a course, there are potentially many aspects of relevance for their needs around teaching strategies, assessment, current

© *NSDC/Commonwealth of Australia 1995*

theory and practice, LLN awareness and access and equity. The two Curriculum and Pedagogy subjects which focus on the classroom or training needs of participants would be of particular interest.

5 Prince, D. & Solomon, N. 1994, ***Language and Literacy in Competency Standards,*** NLLIA Centre for Workplace Communication and Culture (CWCC), University of Technology, Sydney and James Cook University of North Queensland

This package's focus on the language and literacy demands of work and work based training and on reasons for integrating language and literacy with vocational training are relevant to all three groups. The units on the development of competency standards and competency-based curriculum relate directly to the needs expressed by curriculum writers in the interviews and focus group and, to some extent, to the needs of Level 2 trainers devising or customising curriculum to meet industry standards.

6 Foundation Studies Training Division 1995, ***Language, Literacy and Organisational Change,*** TAFE NSW, Sydney

This short course would meet some of the needs of all three groups by providing an overview of LLN issues and an understanding of how people learn to read and write.

7 ***Literacy: A Trade Union Training Session,*** 1990, TUTA Training Resources

The aim of this session is to give participants an appreciation of the extent of the 'literacy problem' in the workplace: the relationship between literacy issues and award restructuring; and to enable participants to locate the appropriate expert advice for dealing with literacy issues at the workplace. It provides referral advice for each state which was a need mentioned in the industry trainers' focus group.

8 Department of Employment, Vocational Education, Training & Industrial Relations 1991, ***Literacy Program Management,*** ACTC & DEVETIR Qld

This package is relevant to many of the needs expressed by all three groups. For example, it aims to cover some issues of access and equity including increasing awareness of the needs of students who have difficulty with language, literacy and numeracy and the needs of NESB students. Participants should develop an awareness of current theory and practice. The package also covers some assessment issues and aims to promote awareness of strategies for meeting the LLN needs of students.

9 Outer Eastern College of TAFE, 1993, ***Multicultural Awareness Training in the Workplace,*** Outer Eastern College of TAFE, Workplace Language Unit, Vic

© *NSDC/Commonwealth of Australia 1995*

This package may be relevant to all three groups in relation to understanding access and equity for students and workers from different backgrounds and being 'sensitive' to the needs of diverse students. Module 3 specifically addresses English language and literacy needs.

10 Department of Education, Queensland 1995, ***Pathways to Active Literacy: A professional development program for senior secondary and technical teachers,*** TAFE TEQ Department of Employment, Vocational Education, Training and Industrial Relations

This is a self-paced course aimed at secondary school and TAFE teachers across all subject /trade areas. It covers a range of areas including awareness of LLN issues, current theory and practice, writing learning materials and practical teaching strategies which would meet some of the needs of vocational teachers.

11 Brown, K. & Solomon, N. 1992, ***Plain English Training Manuals,*** NLLIA Centre for Workplace Communication and Culture (CWCC), University of Technology, Sydney and James Cook University of North Queensland

A training package such as this which addresses the issue of writing accessible texts and resources in English would seem to be relevant to all three groups in meeting the need they expressed to improve the effectiveness and accessibility of the written material they produce and/or use in teaching and training. An understanding of 'plain English' could be particularly beneficial if writers, teachers and trainers were undertaking other training covering theoretical and practical perspectives on the nature of LLN requirements in the workplace and on how people read and write.

12 Rainer, R. & Morgan, I. 1992, ***Textiles, Clothing and Footwear Train the Trainer*** (Modules II & III), Holmesglen College of TAFE Vic

This course is aimed at industry trainers in the TCF industries. Some of the needs expressed by industry trainers could be met, including information about LLN issues, assessment and access and equity issues. The aim of Module II is to provide trainers with the skills to utilise plain English techniques in workplace communication.

13 Kalantzis, M., Brosnan, D. & Cope, B., 1993, ***Training for Cultural Diversity,*** NLLIA Centre for Workplace Communication and Culture (CWCC), University of Technology, Sydney and James Cook University of North Queensland

This package could be of interest to all three groups in developing a greater understanding of issues of equity and access for diverse students. It does not specifically mention language and literacy integration in its objectives and so may be of limited relevance to the other needs expressed by the three groups.

© *NSDC/Commonwealth of Australia 1995*

14 Centre for Workplace Communication and Culture 1995 (draft), ***Training to Support a Culturally Diverse Workplace,*** NLLIA Centre for Workplace Communication and Culture (CWCC), University of Technology, Sydney and James Cook University of North Queensland

The objectives of the three manuals suggest extensive coverage of background information to and issues around cultural diversity although there is no specific mention of LLN awareness nor how to integrate cultural awareness into training. Like other training packages focusing on cultural awareness, this program could be of some interest to all three groups in developing a greater understanding of intercultural communication and access and equity issues.

15 Gilding, G., Le Duff, G., Persson, M. & Zimmermann, J. (eds) 1993, ***Workforce Literacy Training Package,*** SA Department of Employment and TAFE and the Australian Council for Adult Literacy

These guidelines aim to provide a reference point for good practice in the area of workforce literacy training. Included are guidelines for developing and evaluating training programs which would meet some of the needs of all three groups. One section specifically addresses developing a curriculum which could meet some of the needs of curriculum writers.

16 Foundation Studies Training Division 1995, ***Working Together*** (revised edition), TAFE NSW, Sydney

This course would seem to meet many of the needs expressed by vocational teachers who are the target group for this course. Specifically, teaching strategies, mathematics, current theory and practice, models of good practice, assessment and access and equity issues are covered.

17 McLeod, J. & Hatherly, S. 1991, ***Writing and Teaching to Improve Literacy,*** TAFE NSW

This training package which addresses the issue of writing accessible texts and resources would seem to be relevant to all three groups in meeting the need they expressed to improve the effectiveness and accessibility of the written material they produce and/or use in teaching and training. An understanding of 'plain English' could be particularly beneficial if writers, teachers and trainers were undertaking other training covering theoretical and practical perspectives on the nature of LLN requirements in the workplace and on how people read and write.

18 McLeod, J. & Hatherly, S. 1992, ***Writing in Plain English,*** TAFE NSW

This training package which addresses the issue of writing accessible texts and resources would seem to be relevant to all three groups in meeting the need they expressed to improve the effectiveness and accessibility of the

© *NSDC/Commonwealth of Australia 1995*

written material they produce and/or use in teaching and training. An understanding of 'plain English' could be particularly beneficial if writers, teachers and trainers were undertaking other training covering theoretical and practical perspectives on the nature of LLN requirements in the workplace and on how people read and write.

19 Cohen, G. & Mathers, M. ***Communicating in the TCF Industries.***, ATCFITB.

This is the only package that appears to meet any of the needs of Level 1 trainers through its 'Tips for Trainers', sources of advice and information, and lists of other providers. It also provides teaching strategies and resources that would be of use to Level 2 trainers.

© NSDC/Commonwealth of Australia 1995

8 Bibliography

Adult Literacy Information Office 1994, *Good Practice Guidelines for ALIO Professional Development*, Adult Literacy Information Office, Sydney.

Australian Education Council/Ministers of Vocational Education, Employment and Training (AEC/MOVEET) 1993, *National Collaborative Adult English Language and Literacy Strategy*, Adult Literacy Information Office, Sydney.

Ballantyne, B., Bruce, C. & Packer, J. 1995, *Action Learning in Vocational Education and Training* (Volume 1: Theoretical Background), National Staff Development Committee, Chadstone, Victoria.

Brown, K. & Solomon, N. 1992, *Plain English Training Manuals*, NLLIA Centre for Workplace Communication and Culture, University of Technology, Sydney.

Burns, A. & Hood, S. 1994, 'The competency-based curriculum in action: investigating course design practices', *Prospect*, **9(2)**, 76–89.

Campbell, G., Foley, P. & Mortensen, W. n.d., *Literacy Training: Best practice in Australian industry*, Victoria University of Technology, Melbourne.

Centre for Workplace Communication and Culture 1995, *Training to Support a Culturally Diverse Workplace* (draft), NLLIA Centre for Workplace Communication and Culture (CWCC), University of Technology, Sydney & James Cook University of N. Qld.

Courtenay, M. & Mawer, G. 1995a, *Principles and Strategies for Integrating English Language, Literacy and Numeracy into Vocational Education and Training: A strategic resource* (final draft), Foundation Studies Training Division, NSW TAFE Commission.

Courtenay, M. & Mawer, G. 1995b, *Bringing It All Together: A framework for integrating language, literacy and numeracy into vocational education and training*(final draft), Foundation Studies Training Division, NSW TAFE Commission, Sydney.

Department of Education, Queensland 1995, *Pathways to Active Literacy: A professional development program for senior secondary and technical teachers*, TAFE TEQ, Department of Employment, Vocational Education, Training and Industrial Relations, Brisbane.

Docking, R. 1994, 'Competency-based curricula', *Prospect*, **9(2)**, 8–17.

Foundation Studies Training Division 1995, *Language, Literacy and Organisational Change*, TAFE NSW, Sydney.

Foundation Studies Training Division 1995, *Working Together* (rev. ed.), TAFE NSW.

Gilding, G., Le Duff, G., Persson, M. & Zimmermann, J. (eds) 1993, *Workforce Literacy Training Package*, SA Department of Employment and TAFE and Australian Council for Adult Literacy.

Gilding, N. 1994, 'Vocational education and the struggle for critical literacy and feminist reform', *Open Letter*, **4 (2)**, 3–11.

Hull, G. 1993, 'Hearing other voices: A critical assessment of popular views on literacy and work', *Harvard Educational Review*, **63(1)**, 20–49.

Joyce, H., Scheeres, H. & Slade, D. 1994, *Spoken and Written Communication in the Workplace: A train the trainers course*, Proceedings of the Australian Council for Adult Literacy Conference, Perth, July 1994.

Kalantzis, M., Brosnan, D. & Cope, B. 1993, *Training for Cultural Diversity*, NLLIA Centre for Workplace Communication and Culture, Sydney.

© *NSDC/Commonwealth of Australia 1995*

Mawer, G. 1994, *Language, Literacy and Numeracy at Merck Sharp and Dome (Australia) Pty Ltd: Evaluation report of an integrated approach*, Foundation Studies Training Division, NSW TAFE Commission, Sydney.

McDonald, R., Hayton, G., Gonczi, A. & Hager, P. 1993. *No Small Change: Proposals for a research and development strategy for vocational education and training in Australia*, University of Technology, Sydney.

McLeod, J. & Hatherly, S. 1991, *Writing and Teaching to Improve Literacy*, NSW Dept of TAFE, Sydney.

McLeod, J. & Hatherly, S. 1992, *Writing in Plain English*, NSW Dept of TAFE, Sydney.

Milton, M. 1994, 'What do workplace trainers know and need to know about literacy?', *Open Letter*, 5 (1), 45–54.

Porter, B. 1993, *Developing Competency-Based Curriculum Modules: A guidebook for TAFE teachers and curriculum writers*, NSW TAFE Commission, Sydney.

Prince, D. & Solomon, N. 1994, *Language and Literacy in Competency Standards*, NLLIA Centre for Workplace Communication and Culture, University of Technology, Sydney and James Cook University of North Queensland.

Queensland Department of Employment, Vocational Education, Training and Industrial Relations 1991, *Literacy Program Management*, ACTC & DEVETIR, Brisbane.

Rainer, R. & Morgan, I. 1992, *Textiles, Clothing and Footwear Train the Trainer* (Modules II & III), Holmesglen College of TAFE, Victoria.

Sefton, R., Waterhouse, P. & Deakin, R. (eds) 1994, *Breathing Life into Training: A model of integrated training*. National Automotive Industry Training Board, Doncaster, Victoria.

Slade, D., Joyce, H., Nesbitt, C., Scheeres, H. & Solomon, N. 1994, *Effective Communication in the Restructured Workplace*, NLLIA Centre for Workplace Communication and Culture, University of Technology, Sydney and James Cook University of N. Qld.

Staff Development Division and Division of Adult Basic Education 1990, *Working Together*, NSW Dept of TAFE, Sydney.

TAFE National Staff Development Committee 1994, *A National Framework for Professional Development of Adult Literacy and Basic Education Personnel*, TNSDC, Melbourne.

Trade Union Training Association n.d., *Literacy: A trade union training session*, 1990, TUTA Training Resources.

University of Tasmania at Launceston 1995, *Graduate Certificate: Literacy in Education*.

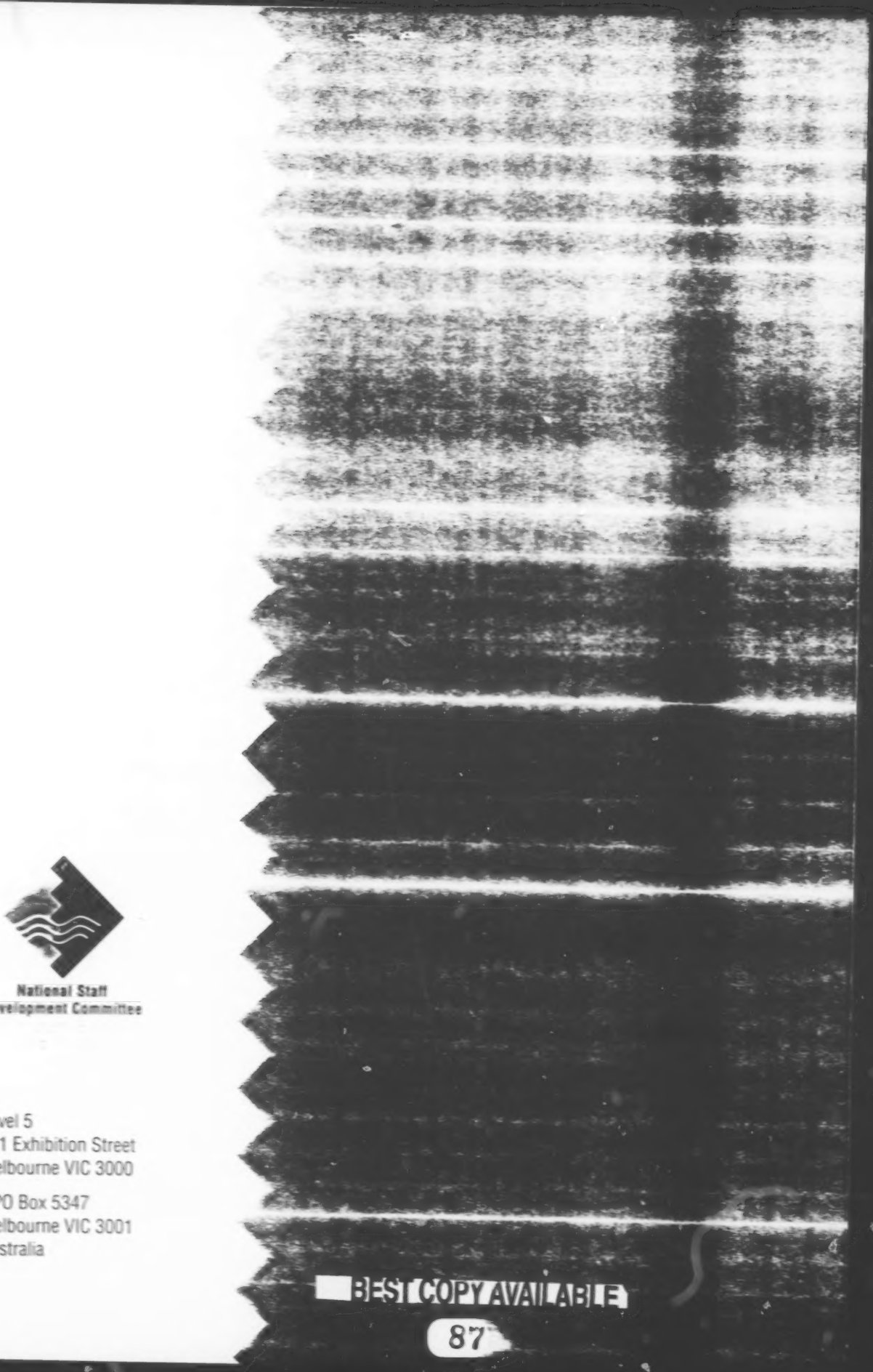
University of Technology, Sydney 1995, *Graduate Certificate in Language and Learning*.

Virgona, C. 1994, *Seeking Directions: Training industry trainers in a multilingual workforce*, National Centre for English Language Teaching and Research, Sydney.

Workplace Language Unit, Outer Eastern College of TAFE 1993, *Multicultural Awareness Training in the Workplace*, Outer Eastern College of TAFE, Victoria.

Workplace Language, Literacy and Numeracy Skills Taskforce of the NSW Government 1994, *In Their Own Words: Industry case studies in workplace communication from the Workplace Communication Forum, 'Towards Good Practice in Language, Literacy and Numeracy', 27th May 1994, Parramatta*. Workplace Language, Literacy and Numeracy Skills Taskforce of the NSW Government, Sydney.

© NSDC/Commonwealth of Australia 1995



National Staff
Development Committee

Level 5
321 Exhibition Street
Melbourne VIC 3000

GPO Box 5347
Melbourne VIC 3001
Australia

BEST COPY AVAILABLE

CE068712

CE070101

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

ERIC®

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Research Report	
Author(s): Jo D' Agostino, Anabel Pafreeman, Mary Gill, Patricia Ward	
Corporate Source:	Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.

☒ ← **Sample sticker to be affixed to document**

Check here
Permitting microfiche (4" x 6" film), paper copy, electronic, and optical media reproduction.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Level 1

Sample sticker to be affixed to document → ☐

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Level 2

or here
Permitting reproduction in other than paper copy.

Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature:	Position: ARIS officer
Printed Name: Jan Kindler	Organization: ARIS
Address: Level 9, 300 Flinders St Melbourne Vic 3000	Telephone Number: (03) 9614 0255.
	Date: 2/10/95

OVER

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor: National Languages + Literacy Institute, ARIS	
Address: Level 9, 300 Flinders St Melbourne VIC 3000	
Price Per Copy: $15.00 + postage	Quantity Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name and address of current copyright/reproduction rights holder:

Name:

Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Associate Director for Database Development
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090

If you are making an unsolicited contribution to ERIC, you may return this form (and the document being contributed) to: